



A Work Guidebook for Finnish Ice Hockey Association Regional Girl's Hockey Instructors

Hanna Olkinuora

Bachelor's Thesis
Degree Programme in Sport and
Leisure Management
2012



Degree programme in Sports and Leisure Management

| | |
|---|---|
| Authors Hanna Olkinuora | Group DP 8 |
| The title of your thesis A Work Guidebook for Finnish Ice Hockey Association Regional Girl's Hockey Instructors | Number of pages and appendices 41+ 38 |
| Supervisor/s Kari Savolainen Jukka Tiikkaja <p>The Finnish Ice Hockey Associations strategy for seasons 2011-2014 emphasizes the development of women's and girl's ice hockey in Finland. One of the proposed procedures to develop women's hockey in Finland is to clarify the roles of the regional girl's hockey instructors. The principal objective of this thesis is to provide the Finnish Ice Hockey Associations regional girl's hockey instructors with a work guidebook which clarifies their role and purpose.</p> <p>The material is targeted for the girl's hockey instructors in all of the regions defined by the Finnish Ice Hockey Association. The aim is to provide the instructors with clear information about their duties as well as tools to perform them.</p> <p>The theoretical part of the thesis deals with the methods and procedures for developing organizations personnel. Personnel management includes procedures and processes such as induction, work-counseling and mentoring. The investment to develop the learning of personnel is crucial for the success and development of an organization.</p> <p>The result of the project is a written guidebook. Based on theoretical framework; the work guidebook includes a detailed description of all of the primary duties of the regional girl's hockey instructor. The guidebook provides the instructor with tools to support procedures. The guidebook also includes the general guidelines which the instructors should follow as well as the goals set by the association for the development of women's and girl's hockey.</p> <p>This thesis was made in cooperation with the Finnish Ice Hockey Association to develop women's and girl's ice hockey in Finland. The project began in 2011 and was finished in 2012.</p> | |
| Key words ice hockey, guidebook, personnel management, induction, work-counseling, mentoring | |

Table of Contents

| | | |
|-----|---|----|
| 1 | Introduction..... | 1 |
| 2 | Organizational structures..... | 3 |
| 2.1 | Personnel management..... | 4 |
| 2.2 | Employers responsibility | 4 |
| 2.3 | Communication..... | 6 |
| 2.4 | Developing organizations..... | 7 |
| 3 | Induction | 9 |
| 3.1 | Importance of the induction process | 11 |
| 3.2 | The induction process..... | 14 |
| 4 | Active learning at the place of work..... | 16 |
| 4.1 | Work-counseling | 17 |
| 4.2 | The importance of work-counseling | 19 |
| 4.3 | The work-counseling process | 21 |
| 4.4 | Mentoring..... | 24 |
| 4.5 | Mentorship models..... | 26 |
| 4.6 | The use of mentoring in an organization | 27 |
| 5 | Project planning | 29 |
| 5.1 | Aims of the project..... | 29 |
| 5.2 | Planning..... | 29 |
| 6 | Project implementation..... | 31 |
| 7 | Project outcome | 33 |
| 8 | Discussion | 36 |
| | References | 39 |
| | Attachments | 42 |
| | Attachment 1 Implementation of project..... | 42 |
| | Attachment 2. Suomen jääkiekkoliiton Tyttökiekkokouluttajan työ-opas..... | 43 |

1 Introduction

The process for this thesis began when I commenced working as a regional girl's hockey instructor for the Finnish Ice Hockey Association. During the first months of my employment, the need for a guidebook, especially for new employees became evident. Women's and girl's ice hockey is still a very small sport compared to men's ice hockey in Finland as well as the whole world. Resources for such a small sport are also therefore very small.

The regional girl's hockey instructors are part time employees which limits their time and efforts toward developing the sport. Instructors can be located very far away from the region's office, not to mention the associations main offices which limits the contact between the instructors and the people working on women's and girl's hockey full time. There are also less people working toward the development of women's and girl's ice hockey in the association as well as the clubs than on the men's side. This alone shows a clear demand for detailed material for the instructors.

The Finnish Ice Hockey Associations strategy for seasons 2011-2014, emphasizes the development of women's and girl's hockey. One of the main objectives of the women's hockey strategy is to clarify the roles of the regional instructor's. (Suomen Jäähkiekkoliitto ry, 2011.) Clarifying the roles of the instructors will develop the productivity of the instructors in all of the regions.

Based on the needs of the instructors and the association, the main aim of this project is to produce a guidebook which provides a clear description of the role and purpose of the regional girl's hockey instructor. The guidebook is also going to include main goals for the entire association as well as descriptions of primary duties. The project also aims at producing tools for the instructors to use, as support for their work.

The secondary goals for the project include unifying the procedures for all of the regions. Although the regions are very different, they have similar challenges. Unifying

procedures for all of the regions will increase the productivity of the instructors as well as assisting instructors with their time management as they are only working part time.

The guidebook is also going to be constructed in a way/form for it to be used as a channel for communicating change in procedures, to the instructors. As women's and girl's ice hockey in Finland is constantly developing and growing, the procedures to improve and develop are also constantly changing. The instructors are also in very little contact with the main offices and need to be very independent; this increases the need to have all of the current information about procedures to be able to be as efficient possible. Using the guidebook as a channel of communication should reduce the amount of material that needs to be sent to the instructor. Material about current procedures has not been updated and compact enough to be easy to use in the past. Having a compressed guidebook accompanied with supporting tools will help the instructors find the information they need, efficiently.

In general, the work of an organization's employees affects the productivity of the entire organization. Organizations should strive to improve their personnel, in order to develop their procedures and productivity. The development of an organizations employees' can begin during the interviewing process or at the latest during their induction into a new position. The development of an employee should not be employees own responsibility, although they should and have to be interested in their own development. If the organization wishes to improve, it needs to use the available resources to create opportunities for employees to develop. This can simply be learning from a senior employee or supervisor, or learning from a person who is an expert in the field of personnel management. Providing the employees with several options to develop will increase the probability of the employee learning. After all, the success of the different procedures for developing employees is very individual.

2 Organizational structures

The structure of an organization gives the means to coordinate personnel. The structure allocates diverse tasks, establishes channels of communication and allocates decision making to the people that are most qualified. In order for the structure to function properly, supervisors and other employees must be given the necessary authority to carry out their tasks. This enables the organization to function efficiently with minimal friction. (Chelladurai 2005, 189-197.)

Most organizations build their foundation by organizing a structure which specifies the relationships between tasks and the employees who are responsible for them, as well as performing them. The structure in an organization maximizes the resources available in order to be as productive as possible. Structuring an organization well will enable the organization to (Chelladurai 2005, 189.):

- produce outputs and achieve goals
- minimize and regulate individual variations from organizational requirements
- define which positions will exercise power over others and how.

The business and production world has evolved during the last decade toward being more focused on the quantity rather than the quality of work. This has forced organizations to give more responsibility to the employees, combine functions and units, move toward developing inter-organization networks as well as training superiors/supervisors to become more instructive and coach like. Organizations are increasing demands on their employees which means that they should also be making more effort to better their wellbeing, in order to keep them productive. (Sarala & Sarala 2001, 51.)

2.1 Personnel management

Managing personnel is important as every function that the organization has, depends on how well it is done (Chelladurai 2005, 104). Although the induction, work-counseling, mentoring etc. of an employee can be a slow process, the benefits are immense. An organizations investment to develop staff will improve the ability to perform, the efficiency and the productivity of the company. Competitive edges and the increase in the loyalty of the workforce can also be achieved by investing in personnel management. (Lampikoski 2005, 77-78.)

There are also benefits to renewing staff rather than investing in the loyalty and continuity of employees. This can bring new perspectives and help modernize and develop the organization. It is difficult to determine whether or not these benefits are worth it as the negative effects are so substantial to the organizations productivity. Constantly renewing staff can become expensive as induction and other employee development measures are time consuming and costly. Investments will however go to waste when an employee only works for a company for a short period of time. An investment into the employee's development is necessary in order to maximize productivity. (Lampikoski 2005, 70-77.)

Modern society and the economy can create risks of commitment by increasing the workload of an individual (Lampikoski 2005, 66). Personnel management can reduce these risks by affecting an employee's ability to work and improve their performance in the work place. A peaceful, less binding work environment combined with a clear description of a position and work place are considered to improve the ability to work as well as the performance of an employee. (Matikainen et. al. 1995, 38.)

2.2 Employers responsibility

Working is protected and supervised by legislation. Personnel management has been emphasized in legislation concerning work. Reliable and legal actions have a positive effect on an organizations' competitiveness, wellbeing in the workplace and success.

Supervisors are responsible for their subordinates and ensuring that they are treated fairly and according to the law in the workplace. The supervisor responsible for the induction of a new employee needs to be familiar with the legislation in order to know which aspects need to be covered during the process. (Kupias & Peltola 2009, 27.)

Employers are required to take care of the safety and health of their employees while at work by taking the necessary measures. For this purpose, employers shall consider the circumstances related to the work, working conditions and other aspects of the working environment as well as the employees' personal capacities. (Occupational Safety and Health Act Chapter 2, Section 8, Paragraph 1(23rd August 2002/738).

Employers shall design and choose the measures necessary for improving the working conditions as well as decide the extent of the measures and put them into practice (Occupational Safety and Health Act Chapter 2, Section 8, Paragraph 3(23rd August 2002/738).

The employer shall have a policy for action needed in order to promote safety and health and to maintain the employees' working capacity. The policy must incorporate the need to develop the working conditions and the impact of the working environmental factors (occupational safety and health policy). The objectives for promoting safety and health and maintaining working capacity deriving from the policy must be taken into account in the workplace development and planning, and they must be discussed together with the employees or their representatives. (Occupational Safety and Health Act Chapter 2, Section 9 (23rd August 2002/738)

The Employment Contracts Act (55/2001) also includes important facts to be considered by a supervisor when planning a new employee's induction period.

The employer shall in all respects work to improve employer/employee relations and relations among the employees. The employer shall ensure that employees are able to carry out their work even when the enterprise's operations, the work to be carried out or the work methods are changed or developed. The employer shall strive to further the employees' opportunities to develop themselves according to their abilities so that

they can advance in their careers. (Employment Contracts Act Chapter 2, Section 1 (26th January 2001/55))

Employers shall give their employees necessary information on the hazards and risk factors of the workplace and ensure, taking the employees' occupational skills and work experience into consideration, that:

The employees receive an adequate orientation to the work, working conditions at the workplace, working and production methods, work equipment used in the work and the correct method of using it, as well as to safe working practices, especially before the beginning of a new job or task or a change in the work tasks, and before the introduction of new work equipment and new working or production methods. (Occupational Safety and Health Act Chapter 2, Section 14, Paragraph 1 (23rd August 2002/738))

2.3 Communication

Communication between leaders of an organization and employees is extremely important. The clarity of communication is extremely important in order for employees to understand and be committed to their tasks as well as the "big picture". Visions and new strategies are important to include for the employee to be able to understand what they are working toward; as well as feeling a part of the process and community. (Kotter 1996, 8.) Communicating the primary tasks of an employee is also essential as are the changes of procedure (Matikainen et. al. 1995, 38).

The functionality of channels of communication is essential to an organization. Channels need to be easy to use and work in both directions to remain effective. Supervisors are responsible for the communication of changes as well as ensuring that messages are understood by employees. Supervisors have to be able to receive feedback from their subordinates about their communicating methods to be able to achieve effective communication. Communication has also been found to be most effective when multiple channels are used. (Kotter 1996, 77-85.)

Without open and reciprocal communication within an organization, the efficiency of communication will reduce. Communication between employees as well as subordinates and superiors needs to be as efficient as possible in order for the working community to function properly. If messages are unclear the commitment of employees will be effected negatively. It is impossible for an organization to achieve its goals and succeed in their area of business, without committed staff. (Kotter 1996, 77-85.)

2.4 Developing organizations

A constantly changing business world forces organizations to change and develop. This can be seen to be beneficial for the organizations. Learning and developing organizations promote the learning and development of all its members. Learning organizations renew themselves when necessary and promote cooperation between employees. Development also increases the ability of an organization to create its own future. (Sarala & Sarala 2001, 53-54.)

The development of organizations promotes the commitment and self-sufficiency of employees and also develops the organizations internal communication. The learning of employees is central in developing the entire organization. (Sarala & Sarala 2001, 53-54.) The development of employees is the responsibility of their supervisors. Supervisors have become more coach like as organizations have evolved. They are responsible for a good working environment as well as many other factors which affect the wellbeing of their subordinates. Their coaching should be continuous and daily if they want to insure that their employees improve. (Heikkilä 2009, 137-139.)

The individuals that are chosen to be supervisors should be considered to be leaders within the organization. Leading is considered to be the influencing and motivation employees. The employees chosen for these positions should therefore possess sufficient leadership skills to be able to perform their duties. Leaders in an organization often have other duties as well as managing their personnel. They should however, never underestimate the importance of managing personnel as the efficiency and productivity of employees affect the entire organization. (Chelladurai 2005, 104.)

Tools such as induction, work-counseling and mentoring can be used to familiarize an employee with an organization, or change within that organization. They can also be used as tools for developing individuals as well as smaller units within the organization. These processes are dependent on the commitment of the organization to develop their personnel as well as the resources available. The employees and supervisors interest in these processes also play a large part in their success. (Frisk 2005, 7-8.)

3 Induction

Induction is the process of making a new employee become productive in a new position as quickly as possible (Kjelin & Kuusisto 2003, 14). The induction process can also be defined as a flexible process in which a new employee is familiarized with their position and the work environment. The principles of the induction process emphasize being flexible, as the needs of a new employee/ organization may differ. (Helsilä 2009, 48.) Induction supports a new employee until they are comfortable in their new position and feel confident that they will be able to complete the tasks necessary (Strömmer 1999, 259). Induction is also considered to be a fundamental part of successful personnel management (Kupias & Peltola 2009, 16).

One of the most common descriptions of induction is that it is a reciprocal relation between the supervisor responsible for the process and the new employee(s). Organizations do sometimes also organize formal induction for groups when several new employees need to be inducted. This does not however, eliminate the need for one-on-one interaction between the supervisor and employee. (Frisk 2005, 42; Strömmer 1999, 260.)

Induction can include formal instruction and/or other procedures which aim to help the employee learn and familiarize with their duties, the organizations way of operating, co-workers and the organizations internal networks (Frisk 2005, 41). The induction process can involve all actions and events which support the new employee in the beginning of their contract (Kjelin & Kuusisto 2003, 14).

After the initial induction period; which is defined by the supervisor responsible for the induction as well as the new employee, a continuous process of learning in the workplace should commence. The induction process is usually associated with new employees; however induction is also required when changes are made within an organization or if an employee is transferred into a new position within the organization. (Frisk 2005, 41-42.)

The induction process refers to a period which involves the instruction from another employee or instructor. According to Frisk (2005, 41) the goals of the process should include

- ensuring a new employee is familiar with their duties
- familiarizing the employee with the companies and units way to function
- familiarizing the employee with the other employees
- familiarizing the employee with the co-operation networks within the company.

This however, differs for each organization and individual. The purpose of the induction process is to support the employees learning. Supporting and employees learning process makes it easier to form professional relationships within the workplace, giving information about the organization, bringing forward it's ways to function, communicating the unwritten rules to the employee and helping the employee understand their duties and how they affect the company. (Frisk 2005, 41.) Induction also, at best, helps the employee bring forward, improve, recognize and use the skills that he/she already possesses (Kupias & Peltola 2009, 20).

The goals of the induction process as well as the nature of it are very individual to each employee. The process and its goals are very highly depended on the employee's background. (Frisk 2005, 41-42; Helsilä 2009, 48-50.) However, some general goals for induction are applicable for most organizations as the goals for leadership and business are usually similar. The goals for most organizations are to be internally productive, ensuring the customer experiences quality and producing results. (Kjelin & Kuusisto 2003, 46-47.)

The person that is responsible for a new employee's induction process should be the employee's closest supervisor. Organizations do however; occasionally use trained individuals from outside or within the company to take responsibility of the induction of new employees. Other co-workers and staff members also play a large part in making an induction process successful. As well as supervisors preparing for the arrival of a new employee, all other members of staff should prepare for the new employees arri-

val; even if they will not formally be a part of the induction process. (Strömmer 1999, 259-260; Frisk 2005, 42.)

3.1 Importance of the induction process

The induction process has evolved as the requirements of organizations have changed and become more result oriented (Kupias & Peltola 2009, 13-16). The importance of an induction process should never be underestimated. Research has shown how much faster an employee, who has gone through an induction process/period, becomes productive compared to an employee who has not been inducted into a new position. (Helsilä 2009, 48.)

The starting point for the induction process begins from internal and external factors affecting the induction process which are shown in Figure 1 below. The figure shows the things that need to be considered during induction of a new employee. Induction is fundamentally involved in both ensuring success of business goals as well as good personnel management. The needs of modern society and the discussion which occurs, is echoed in the job market, visible in research to be conducted and reflected in legislation. There are many demands set on an organization and induction is one of them. (Kupias & Peltola 2009, 16.)

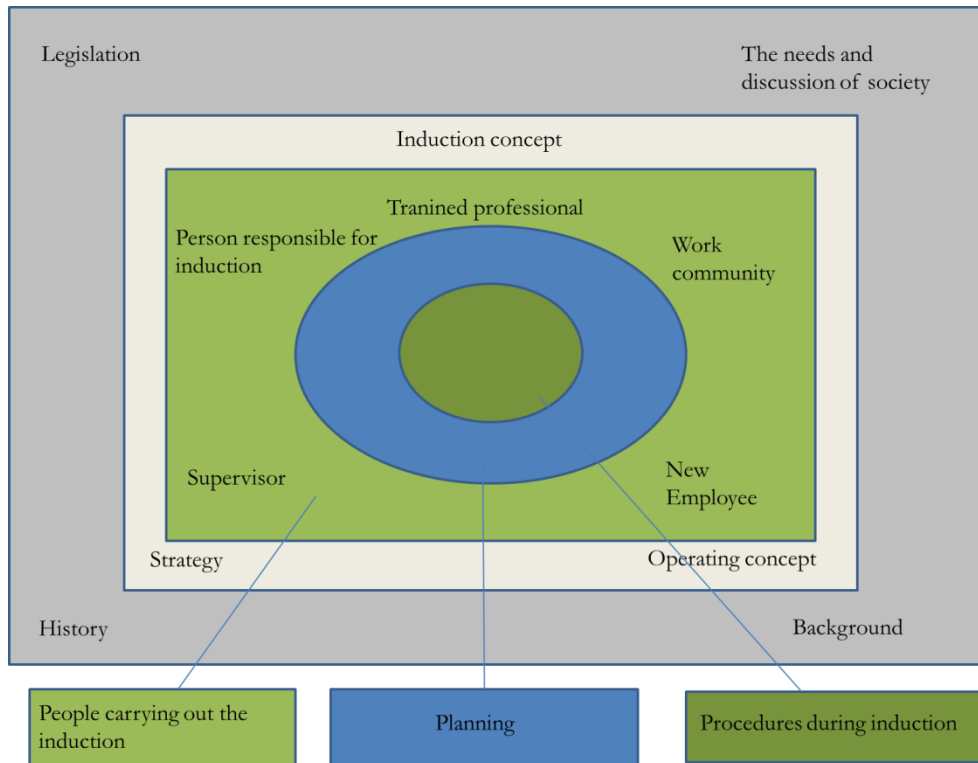


Figure 1. In the field of induction – The starting point for induction (Kupias & Peltola 2009, 16.)

Induction has become increasingly important for an organization to be able to ensure an employee becoming productive as quickly as possible, as well as being committed to his/her work and the organization. The work force of an organization is constantly renewing and changing. Well-planned induction processes are therefore emphasized, but are also important due to the duties of employees becoming more complex. The changes in the workforce bring more commitment to the future and create possibilities to strengthen and adapt the organizations plans to alter and develop. An organization can also create advantages by investing in the induction of new employees. (Kupias & Peltola 2009, 13-20.)

An employee that has not undergone induction or has undergone poorly executed induction, can easily affect the flow of processes, create delays and execute his/her duties at a much slower pace. This can eventually lead to disappointed customers. Mistakes can cause the loss of credibility both in- and outside the organization. Poor personnel

management can cause a lack of motivation which causes employees to be less committed to working toward the goals of the company. (Kupias & Peltola 2009, 20-21.)

Organizations can use induction as a means to get employees to commit to their strategies and goals as well as their positions within the organization. It can be argued that, including a well planned and executed induction process; an organization can ensure quality, productivity, long-term commitment of staff, positive attitude and safety in the place of work. (Strömmer 1999, 261.) Organizations which are well aware of employees making the decision of where they wish to work and try to make the place of work pleasant, will be successful. Success will also follow the organizations which create personnel management which invests in their employees, is credible and also visible. (Kjelin & Kuusisto 2003, 23.) Supervisors, who are responsible for the induction of new employees, have found induction to bring clarity and efficiency to the inducted employees' operations within the organization (Järvinen 2004, 29).

Induction is not only important to the organizations but has been proven to benefit employees as well. Employees often feel that induction for a new position is extremely important (Tyrjä 2004, 63). As mentioned earlier, organizations have many demands set upon them, which affect their operations. These demands are often set to ensure employees' health and safety. Employees have expressed the necessity of induction when beginning in a new position. Employees would have found it impossible to get accustomed with their duties if they had not undergone an induction process. Employees have also been found to feel that a rushed and non-thorough induction creates a negative entity. (Järvinen 2004, 30-35.)

It has also been found that employees as well as supervisors would find material for induction processes to be helpful. Based on their experiences, supervisors feel that induction material for an organization as well as specific position would improve the quality of the induction process. Employees have been found to feel that having material about the organization and their primary duties before their first day to be useful. (Järvinen 2004, 28-32; Luostarinen 2003, 46.) As stated earlier, the quality of the induction process has an enormous effect on the progress of an organization.

3.2 The induction process

The induction process should be well planned for each individual. The supervisor responsible for the induction needs to consider the following: who is undergoing the induction, the goals for the induction, what needs to be included, how is the induction going to be executed, who will be a part of the executing the process, how the responsibilities will be divided among supervisors and how progress of the process will be followed and evaluated. It is also important to include the employee that is to be inducted, during the planning stages of the induction. (Frisk 2005, 42.) The supervisor needs to consider the employee's needs, as different people have different backgrounds. This will ensure the employees success in their work. (Kjelin & Kuusisto 2003, 198-199.)

The process of familiarizing a new employee with the organization should already begin during the selection process. The applicant should be given information on the organization and work environment during their interview, as employees have found it useful for preparing for their duties. In order to make induction as quick and successful as possible, material on the organization can be given out to the applicants. After the selection process is over, giving the new employee practical material on their duties will help them prepare for their new tasks. (Strömmer 1999, 260; Järvinen 2004, 27; Luostarinen 2003, 46.)

Planned induction during a new employees' first day is extremely important. The immediate greeting of a new employee is extremely important to give a good first impression. It is crucial to introduce the new employee to at least some of his/her co-workers on his/her first day on the job. The employee should also be reminded of the visions, missions and goals of the organization. This will help produce a frame for the new employees work. (Strömmer 1999, 260-261.)

Although the general and important things about the organization that the new employee is working for, need to be included in the induction, the duties of the employee guides the induction process (Strömmer 1999, 261). The induction process needs to include, the organizations way to function, the most important people and a descrip-

tion of duties as well as the organizations' expectations (Kupias & Peltola 2009, 18). The induction process can follow the path from preparation to teaching to practice and finally assessment. Preparation includes all actions of giving the employee the essential information about the organization and their upcoming duties. Teaching includes explaining all of the processes and practices of completing the employees' duties in detail. Practicing includes letting the employee use their knowledge whilst dialoguing with the supervisor responsible. Assessment includes the assessment and feedback of the induction process and the employees' performance. (Strömmer 1999, 263.)

Induction can be supported by induction material for both the supervisor and subordinate. Material can be helpful for both parties as it can help plan the process as well as give the employee an opportunity for self-study. The material should include all of the essential information about day to day tasks (how to operate machinery etc.) to the assessment and evaluation processes of the organization. The material should however, not replace any reciprocal interaction between supervisor and subordinate. (Strömmer 1999, 261-263.)

During the induction process, reciprocity between the supervisor and subordinate is extremely important. Interaction should be planned and include both reciprocal and adaptive interaction between supervisor and subordinate. The supervisor needs to be aware of what kind of processes will be most beneficial for the employee and organization. Different situations create different demands which guide the induction process. This is why the supervisors and subordinates ability to adapt is important. (Kupias & Peltola 2009, 29-30.)

4 Active learning at the place of work

The initial induction period eventually leads to continuous learning in the place of work. Learning at the place of work differs from an induction period as it is more focused on the development of an employee's performance rather than focusing on the rate that a new employee becomes productive in. (Frisk 2005, 7-8.) According to Gerber & Lankshear (2000) there are six different sources for learning at the place of work:

- Reciprocal interaction.
- Observation and the analyzing errors.
- Formal instruction.
- Training and guiding others.
- Planning.
- Assurance and assessment of quality.

Learning in the workplace is mostly informal and random. Learning at the workplace usually happens without intention, without formal teaching and instruction and is attached to everyday problem solving. (Frisk 2005, 7-8.) Active learning is a process. The learner first has to recognize their previously learned skills in order to be able to develop further (Kupias 2007, 38).

Learning in the workplace can be closely related to instruction, formal or informal. Instruction is a work method, a form of professional discussion which can be applied to many professions. Instruction can simply be regarded as the giving of time, attention and respect. Instruction and guidance practices are being used in many fields including the management of organizations. Instruction is no longer the person being instructed, being viewed as the “problem” and the instructor as the “solution”. Instruction is more commonly recognized as cooperation, assessment and evaluation of problems and performances. This does however, not mean that the more traditional ways of instruction are no longer in use or considered effective. (Onnismaa 2010, 7-8.)

One of the first stages of learning is increasing ones knowledge in a particular field which is followed by the personalization of that knowledge. The second part of the learning process is important in order to internalize the knowledge which will assist in understanding things and changing and broadening perspectives. This however, requires the contemplation of the learned knowledge which can be achieved by reflection and discussion. The learned knowledge is then adapted into the working environment to better fit the requirements of an employees' position and duties. This allows for the learned knowledge to be practiced in a realistic situation. The next phases of assessment and creating can be assisted by the instructor as this can be more difficult to achieve. The employee needs to be able to distance themselves from the knowledge learned and to be learned in order to critically assess. Critically assessing can lead to discontent which then leads to creating change. All of the learning processes mentioned above, can be overlapping and are not linearly continuous. (Kupias 2008, 38-40.)

One of the most important aspects of learning in the work place is being able to set and identify realistic and achievable goals. Goal setting is made easier by having a good understanding of the organizations fundamental principles. The employee needs to know what they are working towards, what the visions and goals of the organization are, in order to be able to understand and commit to their own responsibilities. (Kupias 2008, 38-39.)

4.1 Work-counseling

Work-counseling can be described as being instruction given to individuals or groups which involves things related to the individuals' work and development. Goals of work-counseling can include the professional growth of individuals, coping with work, dealing with problems, clarifying roles, and the organizations main task and finding common goals. The description of work-counseling is broad as are also the processes. Guidance and instruction at the place of work can include elements of induction, mentoring, tutoring, and consulting and in some cases even aspects of therapy. (Frisk 2005, 62.)

Work-counseling can be considered to be very individual and therefore is a voluntary process of examining one's work. Work-counseling has become more common within organizations as a means to develop personnel and the workplace. (Frisk 2005, 63.) Work-counseling is the increase of professional and personal capacities by taking part in reflective discussion. Although, guidance is personal, it focuses on work and the employee. The goal is to improve at work and insure the quality of work. Work-counseling is always based on the employee's personal need and want for work-counseling. The employee has the right to choose whom he/she wishes to be his/her work-counselor. (Punkanen 2010, 7-11.)

Counseling is a process of many levels which can be described as a reciprocal, learning and problem solving process. Counseling is organized and goal oriented. The most central goal is clarifying the employees' main duties. Work-counseling is not therapy, but a development process which centralizes work with its demands, possibilities and changes. Due to work-counseling being focused on the individual, it involves self-assessment as well as the counselor assessing the individual. Work-counseling is most beneficial for someone who sincerely wishes to be counseled. It is unlike the human nature to change ways of functioning when being forced. This is also why it is important for the employee to be able to choose their own counselor. (Punkanen 2010, 7-11.)

Work-counseling in the past has most commonly been known, as a more experienced employee giving guidance and instruction to a younger/less experienced employee. The more recent form of work-counseling is considered to take the form of planned reciprocal discussion and evaluation. This considers the work-counselor also being in a situation of learning and development. (Alhanen et. al 2011, 16-17.)

Work-counseling, although voluntary and individual, should include developmental aspects which will have an impact on the organization. Although counseling should be private and confidential to some extent, it is important for the counselor to remember that the employee is not working alone. Especially in the beginning of counseling, the reciprocal interaction between the counselor, employee and the leaders of the organiza-

tion/department should be a part of the planning process. Even in smaller businesses which may only include one employee; the employees still have to interact with clientele. An organization which is interested in its development should therefore also be interested in the work-counseling of its employees. If the organization only considers work-counseling as a way of supporting the wellbeing at work and professional growth of employees, the potential of work-counseling benefits, can go to waste. (Alhanen et. al. 2011, 19-20.)

Work-counseling; which can also be referred to as supervising; can also be considered to be interpreting questions, the experiences and feelings which arise at the place of work, when interacting with co-workers and during the process of clarifying ones role in the workplace. It creates a possibility to develop professionally and build a professional identity. Work-counseling is a concept which started in the Unites States, but has now become more common around the world. It has been most commonly used in the fields of social, medical and religious professions. It is however, becoming more common in helping and teaching professions. Counseling differs from instruction, as it is focused on the experiences that the employee has undergone, rather than simply learning from an instructor. (Onnismaa 2010, 93.) The contents of formal instruction can also be planned whilst the contents of counseling cannot; at least not before the counselor has met with the person being counseled (Alhanen et. al. 2011, 21).

4.2 The importance of work-counseling

One of the biggest challenges that employees face is the ambiguity of their duties. It can be difficult for an employee to understand what is expected of him/her, when faced with a constantly evolving and hectic work environment. The lack of a prioritizing system when faced with a heavy work load can decrease an employee's motivation and cause unnecessary stress. When an employee is over worked and overtired, this often becomes visible in the decrease in commitment to their work. (Hirvihuhta 2006, 132-134.)

The business world is constantly changing which has caused more people to work as “experts” within a company. The meaning of expertise has increased in a lot of positions which causes added pressure on the employee. This increase has caused employees to be required to be more self-sufficient. The work load is both heavy and challenging. The employee needs to take responsibility for their own spontaneity in their work as well as the constant development of their professional skills. This can cause both positive and negative effects on the employees’ commitment and efforts. It can help motivate the employee and keep them active. However, it can also cause a decrease in both. Coming to the workplace and working needs to at least some extent, be a pleasant experience, in order for the employee to remain productive. If the employees experiences become too negative, the employee will begin to have trouble with setting goals for his/her work and may also have trouble visualizing and relating to the organizations fundamental principles and goals. Work-counseling can function as a tool for helping employees and the organization, manage the quality of work and insure the success factors of wellbeing in the workplace to promote employees motivation and commitment. (Alhanen et. al. 2011, 14-15.)

Work-counseling has been proven to be both interesting and beneficial for supervisors and subordinates. It has been found that for supervisors, work-counseling improves their wellbeing at work and develops their leadership skills. Supervisors have been found to benefit from work-counseling when they are aware of their primary duties. The benefits of work-counseling have been found to central around the development of skills. The main reasons for a supervisor seeking counseling have been to improve their wellbeing. The counseling has been focused on developing supervisor’s leadership skills. It has also been found that psychological wellbeing is closely related to the development of a supervisors’ thinking process. The benefits were most evident as the development of the supervisors’ skills and wellbeing. This has been further reflected in organizations as better leadership and even in the best cases, the improvement of wellbeing of the entire personnel. (Ruotsalainen 2011, 101-103.)

As mentioned above, work-counseling has been found to be beneficial for employees. It can be argued that employees will benefit from the improvement of their superiors, and may even be able to improve themselves. If the organization’s leaders become

more productive, the wellbeing of the personnel will improve. (Ruotsalainen 2011, 103-104.) However, a subordinates wellbeing and productivity can also be improved by them partaking in work-counseling. Subordinates have been found to be interested in counseling; however there are differences in preferences of which type of counseling they are willing to take part in. In cases where the employees have found their work load to be large, an interest in work-counseling has also been expressed. (Autio 2005, 25-31.)

Work counseling may not solve the difficulties that an employee faces in his/her work but it can however, offer the time and space to examine the issues (Onnismaa 2010, 94). It is only one method among many of supporting employees' knowledge, learning and growth. It is however, also a clear profession, which there is a demand for in modern society. (Punkanen 2010, 9.)

4.3 The work-counseling process

Work-counseling can be in the form of group counseling or individual counseling (Frisk 2005, 62). Work-counseling is a learning situation which means that process of learning is applicable and needs to be considered by the organization and the counselor (Kupias 2008, 38-40).

The work-counseling process usually begins when someone in the work community brings forward the possibility to take part in work-counseling. The process of finding a suitable counselor is the next step. When a person has been selected and an initial meeting has been arranged, all of the members must contemplate if they will be able to co-operate. Especially if the counselee(s) find the counselor unsuitable, the counselor should be changed. (Punkanen 2010, 46.) At times it can be beneficial to select a counselor from a different field in order to enrich and broaden perspectives (Frisk 2005, 65).

The goals and content of individual counseling and group counseling are different. Group counseling can however also be focused more on the individual rather than the

entire units work as a whole. Individual counseling (Frisk 2005, 63-64) covers the things that are most important to the individual, which can include:

- finding new perspectives
- clarifying the individuals role and primary tasks
- finding new solutions for challenges
- finding new ideas for personal development
- finding new ideas for developing the individuals working process
- learning new things about the individuals work.

Although individual counseling allows for the focus to be on an employee's personal development, the individual does not have the support of a group during the process of learning. (Frisk 2005, 63-64.)

Group counseling can have some of the same focus points as individual counseling, however they are all developed and assessed with the help of the group setting, or the focus is on working on them to develop as a group. The benefits for choosing group counseling over individual include cost and being able to focus on the same aspects of development on a personal level as well as being able to develop working as a group and the co-operation between individuals. (Frisk 2005, 64-65.) Just as individual-counseling, group-counseling also involves a process. However, the process of one group is more similar to another group, than an individual's work-counseling process to another's. According to Punkanen (2010, 46-47) there are five stages in a group-counseling process

- forming stage
- surging stage
- norming stage
- implementing stage
- ending stage.

The process advances in an individual pace and way for each group. The process also goes through a counselor centered stage to an individual centered stage to eventually end in working by co-operating. It is also equally important to plan and set goals for the counseling, as it is to assess and evaluate at the end of the process. (Punkanen 2010, 46-47.)

Every group and individual in a working community has their primary tasks which can also be referred to as goals or a purpose. It is, at times important to remind and review what the primary tasks and goals are, in order to keep employees motivated. Regular progress and developmental discussions can be used as a tool to keep the primary tasks clear. If working in a group, gatherings and development days for the entire working community can be used to remind the employees of their co-operation possibilities and help motivate to be more innovative. The supervisor is responsible for insuring that the group is aware of their primary tasks and sticks to them. (Punkanen 2010, 48-49.)

The roles of a counselor change not only from individual and group counseling, but also when counseling is viewed as a broader concept than the development of an individual. When counseling is viewed as a tool for broadening the development of organizations and society, the counselors' role becomes more challenging. The counselor becomes a diverse influence on work life and society. The counselor has to contemplate how the experiences of the counselor and counsees' are related to the most common circumstances of modern working life and what these tell us about our society. Even though, in this role the counselor has to go through deeper contemplation, the counseling process is the same. (Alhanen et. al. 2011, 23.)

In the learning process one of the most important phases is reflection (Kupias 2008, 39). The same principle can be applied to the work-counseling process. One of the most important aspects of reflection is reciprocal communication. The individuals reflect upon experiences and discuss, in order to develop their understanding and further their personal development. This can also mean the resolving of conflicts. It is important that the counselor reserves enough time and space for the reflective stage, in order for the counseling to be as successful as possible. The dialogue and reflection

can also help enrich the counselor's experience. (Punkanen 2010, 50-53; Alhanen et. al 2011, 23-25.)

4.4 Mentoring

Mentoring is a concept and/or process which has developed through time. The term "mentoring" has been associated with guiding, teaching and leading an individual. In modern society mentoring is known as a sophisticated relationship between two (mentor and mentee) or more people where experiences and knowledge are used to enable a person to reflect, question and develop actions whilst being able to experience new possibilities. (Owen 2011, 9-10.) Mentoring is largely based on the relationship between the mentor (teacher/more experienced individual) and the mentee (learner). This type of relationship should be based on the mutual trust and respect between the two parties. (Alred, Garvey & Smith 2000, 16.)

Mentoring has also been found to be seen as the following (R.L Jones et. al. 2009, 279-280):

- A learning conversation.
- A thoughtful relationship.
- A learning agreement.
- Support from fellow professional learners and specialists.
- Growth in self-direction.
- Setting challenging and personal goals.
- Developing the understanding of why different approaches work.
- Experimenting and observing.
- Using resources effectively.

Mentoring has been found to include support, conversation and listening. It has been argued that the process aims to make the mentee more independent. (Frisk 2005, 59.) It has however, also been found that the mentee becoming independent can cause con-

flict between the mentor and mentee which can then lead to the termination of the mentoring relationship. There are however several models for mentoring, two of which (competence model and reflective model) support the independence of the mentee. (Onnismaa 2010, 87.)

Mentorship is largely dependent on the mentees own commitment toward the program. This is why the mentee is often the one to seek out a mentor. The mentee is responsible for his/her own motivation level toward the mentorship program whilst the mentor helps to motivate the mentee for his/her work. (Frisk 2005, 58; Kupias & Peltola 2009, 149.) The mentor should display high levels of commitment toward the development and progression of the mentees' career (Kupias & Peltola 2009, 149).

One of the most important characteristics of a mentoring relationship is trust. The relationship needs to be open, equal and confidential. (Frisk 2005, 58.) It has been found to be one of the key factors affecting the success of a mentorship program or relationship (Lester et. al. 2011, 423). The length, type (informal/formal) and demographic have also been found to affect the success of a mentorship program, which can affect the individuals productivity within an organization (Onnismaa 2010, 87-88). Some have even argued that mentoring can involve things from the mentees personal life and not only their work (Frisk 2005, 58).

Other factors that have been found to affect the quality and effectiveness of a mentorship program include feedback. It has been argued that the volume of feedback is significant to the mentees progress and development throughout the program. (Frisk 2005, 61.) It has also been found that the type of feedback (negative/positive) has an impact on the program's success. It is however difficult to determine which type of feedback is most effective, as it has been found that individuals may prefer negative to positive or vice versa. (Lester et. al. 2011, 423.)

Mentoring can also be considered to be a method of learning which means that it follows the same basic principles. A mentor therefore acts as a teacher to develop the mentees teaching skills, improve their understanding of an organizations culture and

help them identify possibilities for furthering their career. (Owen 2011, 11.) Mentors are however, not usually trained instructors or teachers (Onnismaa 2010, 87).

The mentor can be a person whom is from the same organization as the mentee, but can also be from outside the organization (Frisk 2005, 60). As the relationship between the mentor and mentee is extremely important during the program, it is also essential that the mentor and mentee pair is selected carefully. The mentee often has to be active in either expressing their need for a mentor to a supervisor or searching for one themselves. (Owen 2011, 10.)

4.5 Mentorship models

Although mentoring programs are very specific to each mentor and mentee, they can be split into three models; the protégé model, the competence model and the reflective model. The protégé and competence model identify the mentee as being dependent upon the mentor and learning in the working environment. The protégé model also identifies more with the mentor being a role model for the mentee. The protégé model follows a more traditional view of mentoring. It considers mentoring as reciprocity between generations (Onnismaa 2010, 87). It identifies the mentee learning from the experiences of the mentor (Owen 2011, 16). The competence model also possesses similar characteristics to the reflective model, including being more coaching like and striving toward the mentees independence. (Onnismaa 2010, 87.)

Although mentoring differs from coaching, it can include some of the same aspects. The mentoring process has a different type of structure which includes stages of the learning process. (Owen 2011, 11-12.) The mentoring program can be spontaneous or follow a more structured model. Spontaneous models have however been found to end sooner. The program should include some planning even if it is a more spontaneous program. The mentoring program benefits from including goal setting, both for the program and the mentee. All of the individuals partaking in the mentoring program should prepare in advance for the reciprocal interaction which takes part during reflective discussions between mentor and mentee. (Frisk 2005, 59-61.)

4.6 The use of mentoring in an organization

In modern society, organizations have begun to use mentoring as a part of their personnel management. It has been used as support for induction of new employees. This type of mentoring, often supplies the mentee with several mentors, as the organization wishes to insure the transfer of knowledge. (Kupias & Peltola 2009, 151.) It has also been found that organizations support the competence and reflective model of mentoring, as they strive to make the employee more independent in their work as well as changing their working processes toward the more productive (Frisk 2005, 59; Owen 2011, 11).

According to Owen (2011, 14), organizations can use mentoring to:

- prepare potential protégé's for management positions
- attract wanted personnel
- retain talent
- create and improve equal opportunities
- reinforce changes in the organization and its' culture
- demonstrate new techniques
- achieve the potential across the whole organization.

Organizations that are interested and care about the wellbeing of employees at the work place often arrange for mentoring programs within the organization. These can be used to support induction or help promote the uses of mentoring mentioned above. This type of program differs from normal mentor and mentee relationships as it may include the training of mentors and/or even the mentees to improve the quality of the mentoring program. (Kupias & Peltola 2009, 149-150.)

Benefits to using mentoring have also been found for the development of individuals within organizations. This type of mentoring focuses on the mentees' professional development, the identification of strengths and their possible uses in the mentees prima-

ry tasks, the increase in the mentees self-awareness and confidence, the increase in networking possibilities, increasing reciprocal interaction between generations, the development of leadership and managing change. (Frisk 2005, 59.)

There are many benefits to including a mentorship program in an organizations personnel management. Firstly it has been found that a mentoring relationship can improve the operating environment. However, mentoring is also highly dependent on the environment as its success requires the support of the leaders in the organization. Mentoring should not rely on the mentee, but it should be assisted by the leaders of the organization. The potential of mentorship remains unused if an organization does not include it in its personnel management. (Karjalainen 2010, 118-119.) As well as having positive effects on the operating environment, mentoring can help develop personnel which can eventually lead to the increase in quality of the product or service that the organization provides (Ries 2012, 26).

Modern society is fast changing, which means that organizations also have constantly been able to adapt their way of functioning (Owen 2011, 1). Mentoring has also been found to create and develop teaching processes and also to reduce the chances of exhaustion. If the mentee is satisfied with the process, this can increase the employee's wellbeing which in its turn increases productivity. (Onnismaa 2010, 86-88.) The assessment process for mentoring needs to be systematic. Communication between the mentee and mentor does however, not always need to be face to face.

Effective mentors make a valuable contribution to the organization and a priceless one to those they mentor. However, mentoring is not always intuitive, and those involved in the process need to be self-aware, competent and knowledgeable about the alternatives. To generate the positive energy necessary to encourage the reciprocal nature of mentoring, practitioners need to be able to measure the quality of mentoring relationships and the effectiveness of those relationships. (Gilbreath et. al. 2008, 392.)

5 Project planning

5.1 Aims of the project

The main aim of the project is to produce a work guidebook for the Finnish Ice Hockey Association's regional girl's hockey instructors to use as support for their work. The guidebook should clarify the primary tasks of the regional girl's hockey instructors and strive to unify the procedures for all of the regions. The guidebook should also be applicable to be used as a channel for communicating about changes, supporting material for the induction of new employees and the development of existing staff.

5.2 Planning

The project began in 2011 when I was employed by the Finnish Ice Hockey Association as a girl's hockey instructor in Häme region. The planning phase of the project included investigating which the primary tasks of the regional girl's hockey instructors are and what they entail. The planning phase also included discussing the primary tasks with the other instructors which included discussing the procedures and "habits" that the instructors have and use to complete their tasks. After researching the primary tasks of the regional girl's hockey instructors I began collecting the existing materials. I was presented most of the material during my induction but I also had to discuss procedures with other instructors during informal meetings. I was also able to collect some of the material by enquiring about existing procedures and tools for the instructors from my superiors. I was also able to obtain some of the material when completing the tasks that a regional girl's hockey instructor is required to do. Researching the existing materials on which the existing procedures for the instructors are and which procedures are similar for all of the regions was essential. It also included looking at the procedures for induction, work-counseling and mentoring which already existed during previous seasons.

The second part of the planning process was to study the materials on what the essential things are to include in a work guidebook. By studying the processes of induction,

work-counseling and mentoring, it became clear that the most important aspect of the manual should be the clear definitions of primary duties as well as tools to perform them. Without the clear description of primary duties, what they are and what they include, as well as the visions and strategies of the organization it is difficult to get employees to commit to their positions.

One of the primary duties of the regional girl's hockey instructors is to support as well as encourage clubs to recruit players for their girl's hockey programs. This includes assisting and supporting the clubs in arranging events from the Girl's hockey day family, including Girl's hockey days, Girl's hockey Game days and Girl's hockey camps. As it became clear that this was one of the larger processes involved in the instructors work, it was determined that the guidebook should include a detailed description of the product in order for the instructors, especially the new ones to know what they are promoting as well as including the ways in which the instructors can support the clubs in arranging these types of events.

When assembling the manual it was important to assess the different characteristics of all of the regions to be able to decide which things can be unified. As the regions defined by the Finnish Ice Hockey Association are very different, for example in the distances between clubs as well as the number of clubs, it had to be considered which of the procedures of the primary duties could be unified for all of the regions as procedures may not be applicable in all regions.

Before I began assembling the manual, I also looked at what changes were going to be made and what kind of tools should be developed to support and assist the instructor's in their work. I had to consider which things should be included when considering that the material could be presented to a new employee as well as a logical order for existing instructors; the order that duties are completed in during a season. I came to the conclusion that arranging the material in the order which tasks were going to be completed during the season would not be possible as the order in which tasks are completed may differ from one instructor to another.

6 Project implementation

During the project implementation, I followed the process shown in Figure 2. (Attachment 1). After the planning of the project and the assembling and assessment of the existing materials, the changes to be made had to be considered. The next stage was to begin describing the primary duties in extreme detail. This included assessing the existing materials to determine which things were going to be added and which were no longer current.

This stage began by looking at the existing material on the primary duties and assessing which things could be done uniformly on all of the regions. I then began writing the description for all of the duties and what they entailed. After this I began looking at which tools could be included as support for the instructor.

Some of the tools to support the instructors were developed from existing tools that needed to be updated whilst others were completely new. For example the form found in attachment 3 was developed to collect player information from clubs for the regional scouting camps. Using this form will enable the instructor's to collect the same information for the camps even though they are arranged at different times in different regions.

I came to the conclusion that one of the most important areas, where uniformity was extremely important included the scouting process. This should be done the same way for all of the regions so that the players are being assessed fairly. This included the information which should be given to the players at the camps, the procedures and content of the camps, as well as the assessment scale which has changed.

When looking at and describing the assessment scale, I came to the conclusion that scouting was one of the areas where there needed to be supporting tools. Especially for new instructors, including the scouting scale as well as the scouting forms that are used, is essential in order for them to be able to familiarize themselves with them before attending a camp or scouting during games. The form to be sent out to clubs for

them to nominate their players also needed to be included so that all the information given to the clubs, in all regions would be the same. The final stage of the implementation was to edit the material and receive feedback from the supervisors of the regional girl's hockey instructors.

7 Project outcome

The outcome of the project is a work guidebook which consists of 35 pages and is split into 9 sections.

The sections include:

- The organization and procedures 2012-2013
- Planning the season
- Supporting the clubs
- The recruitment of players – Girl's Hockey Day
- Scouting
- Regional women's and girl's hockey committees
- Finalizing the season
- The women's and girl's hockey strategy 2011-2014
- Tools

The first section includes the primary duties of the instructors as well as the general guidelines set by the association. The most important features of the 2011-2014 strategy were also included in order for the instructors to be able to clearly know what the main goals are and what they need to consider when setting goals for their regions.

The second section deals with the planning procedures that should be followed on all of the regions. The most important features to include and take into consideration were included. The section included both a general description of the planning procedures as well as looking at planning the leagues, games and tournaments for the regional girl's teams to part take in, in detail. A form for planning the season has been linked to this section.

The third section included the details of common procedures to be done during the seasons to support the clubs in the region. The section is split into several smaller sec-

tions which deal with how and when to contact the clubs, who should be contacted about which things and what the main topics to be discussed at meetings are with both girl's hockey clubs and clubs which are new to girls ice hockey. It is important to know which things need to be found out and what needs to be discussed in order to develop the clubs procedures as well as make meetings less time consuming as the instructors are pressed for time.

The fourth section deals with one of the main goals for all of the regions, which is the recruitment of players. In order for the leagues as well as the level of the game to develop, there need to be more teams in each region, which means that there, need to be more players. The section essentially describes what types of products and supporting materials the association is able to offer the clubs, if they are going to start a girl's hockey program. The section also includes a description of what the instructor should discuss with the club before they start their program and how to support it. An updated path for clubs starting a girl's hockey program is also included.

The fifth section consists of a detailed description of a female player's path into the scouting and national team system during the 2012-2013 season. The system used is specific to girl's hockey in Finland and differs from the boy's scouting system. The section also goes into detail on how to arrange a regional camp or event. This includes the themes, tests and player evaluation procedures that should be common on all of the camps. The section also includes information on which things the instructors' part taking in the camp should be briefed about and when. The spreadsheets found in attachments 3, 4 and 5 have been included as supporting tools for instructors and can be used for scouting at all of the different levels described in the guidebook (attachment 2).

One of the primary tasks of the Finnish ice hockey association's regional girl's hockey instructors is to take part in the regional women's and girl's hockey committees and oversee their functioning. This is why it is important for the instructors to know which the main purposes of those committees are. Section six includes a description of how an instructor should be involved in the regional women's and girl's hockey committees and what the main purposes and goals of those committees are during season 12-13.

Forms for the planning and the reports that the committees have to complete have been linked to this section.

In order to track the progress of a specific region as well as develop the procedures, the regional instructors are obligated to hand in written reports for assessment. The final section of the guidebook deals with the written reports that an instructor is obligated to do. The main reports include a plan for the entire season as well as separate plans for the autumn and spring as well as progress reports with detailed information on all of the procedures that have been done for the entire season as well as the autumn and spring. The final section also includes information on when the reports need to be finished as well as the things that need to be included. The section has been linked to a form in the tools section which can be used to complete the reports.

8 Discussion

As mentioned previously, personnel management is extremely important for an organization's success as everything else depends on how well it is done (Chelladurai 2005, 104). This project's main aim was to improve the personnel management of regional girl's hockey instructors by clarifying their primary duties to improve their productivity. Comparing the aims of the project to the outcome it can be argued that the project fulfills its purpose. The primary duties and their detailed descriptions have been presented clearly in a logical order.

One of the secondary goals was to unify some of the procedures for all of the regions. The success of this goal is difficult to measure as the guidebook has not been put in to use yet. However, the unification of goals was made difficult as the regions are very different geographically to each other as well as the resources available being very different for each instructor. It can also be argued that making things too specific would also eventually result in less creativity.

As the guidebook summarizes the main purpose and tasks of the regional girl's hockey instructor, it reduces the amount of material to be sent out to the instructors about changes and procedures. If the system or procedures change, the changes can be made directly into the guidebook and new material does not need to be produced. However, the guidebook is not specific enough to eliminate all of the additional material required by the instructor. This material is however, best presented in other formats and should therefore be separate from the guidebook.

The guidebook supports the independence of instructors as they are in very little contact with their superiors. Although unifying some of the procedures and giving guidelines on how to complete them, the guidebook also leaves a lot of room for instructors to be creative. This is very important as girl's hockey in Finland, as well as the entire world, is constantly growing and evolving.

The guidebook does not contain a lot of instruction on communication although the purpose of the regional girl's hockey instructors includes increasing the visibility of girl's hockey in Finland. Currently the instructors have very different resources or access to resources on all of the regions, which makes unifying procedures and tools impossible. This could be something to be developed in the future. However, the resources available to each instructor need to be unified before communication procedures can become uniform.

The tools that have been included as attachments for the guidebook are very specific to the girl's hockey system and path used in Finland. Checklists have been included as support and can be helpful, but producing tools that are too specific would limit the creativity of the instructors. However, including more tools would help new employees become familiar with the procedures as well as helping them become more independent. This could include the materials to be used on regional scouting camps as well as Girl's hockey day seminars etc. One of the challenges is however that the materials are constantly changing as girl's hockey evolves. The materials would have to be edited very often and this would require additional resources.

As the instructors are part time employees this limits their time as well as making the time allocated for doing their duties very different for each individual. Making procedures and tools that are too specific would also make the time used to complete duties more concrete. This could have both a positive and negative effect. Making procedures and tools more specific could help the instructors manage their time better as they will be able to estimate the time necessary to complete certain tasks. Some procedures can however, become more time consuming which may require more resources.

As mentioned earlier, one of the secondary aims was to produce a guidebook which can be used as supporting material for induction of new employees, work-counseling and/or mentoring. The clarification of roles and the clear description of duties are central in all personnel management procedures. The guidebook clarifies the primary duties of the instructors and it can therefore be used for the processes mentioned above. The guidebook also includes information which supports all of the mentioned processes; however it is not specific to any of them. This can have both a positive and negative

effect on the organization using it. Using one set of material for several processes can decrease the cost of these processes. However, as the material is not specific to any of the processes, additional resources may be required to further develop personnel which increases cost to the organization.

The guidebook also lacks in tools and methods for assessing performance. The written reports that are described in the guidebook can be assessed by the supervisors, but a process needs to be developed for giving feedback. For further development of the guidebook a feedback form could be developed, so that the supervisors would be able to give feedback to the instructors regularly. The channel for feedback and assessment also needs to become more regular from the instructors to the supervisors, in order to develop further.

The guidebook could be developed in several different ways in the future. It can be used to construct more materials to support and assist clubs manage their girl's hockey programs. There is a lot of material for starting girl's hockey in a club, but materials still need to be developed to help clubs improve their programs to make the procedures continuous. This could be done as a formal lecture or a written guidebook. The material could also be compressed into a welcoming booklet for new employees to familiarize themselves with during the application process. The booklet would however, need to include more information about the actual organization.

As the guidebook has not been taken into use yet, it is hard to determine its true value to the working community. However, as stated earlier, when comparing the aims that were set for the project to the outcome; the project is relatively successful. Although changes will be made to the guidebook as procedures develop, the most important feature is that they can be made directly into it. It can become a very effective channel for communicating change, if it is used accordingly.

References

- Aldred, G., Garvey, B. & Smith, R. 1998. Mentorointi. Management Pocketbooks Limited. Infoviestintä Oy. Helsinki.
- Alhanen, K., Kansanaho, A., Ahtiainen, O-P., Kangas, M., Soini, T. & Soininen, J. 2011. Työnohjauksen käsikirja. Kustannusosakeyhtiö Tammi. Helsinki.
- Autio, T. 2005. Ketään ei velvoiteta mahdottomiin – Liikunnan ammattilaisten omajaksaminen ja kiinnostus työnohjaukseen. Haaga Instituutin ammattikorkeakoulu/Vierumäen liikuntainstituutti. Vierumäki.
- Chelladurai, P. 2005. Managing Organizations - for sport and physical activity. 2nd edition. Holcomb Hathaway. Publishers, Inc. Arizona.
- Employment Contracts Act 55/2001
- Frisk, T. (ed.). 2003. Ohjaaminen työssä. 4th edition. Educa-Instituutti Oy. Helsinki.
- Gerber, R. & Lankshear, C. 2000. Training for a Smart WorkForce. Routledge. London
- Gilbreath, B., Rose, G. & Dietrich, K. 2008. Assessing mentoring in organizations: an evaluation of commercial mentoring instruments. Mentoring & Tutoring: Partnership in Learning. Volume 16. Issue 4. 379–393.
- Heikkilä, J. 2009. Kasva, välitä ja valmenna – henkilöjohtamisella voittajajoukkueeksi. Helsingin seudun kauppakamari/Helsingin Kamari Oy. Helsinki.
- Helsilä, M. 2009 Henkilöstö asioita esimiehelle. Kustannusosakeyhtiö Otava. Helsinki.
- Hirviluhta, H. 2006. Coaching – valmenna ja sparraa menestykseen. Kustannusosakeyhtiö Tammi. Helsinki.

- Jones, R., Harris, R. & Miles, A. 2009. Mentoring in sports coaching: a review of the literature. *Physical Education & Sport Pedagogy*. Volume 14. Issue 3. 267 – 284.
- Järvinen, N. 2004. Esimiesten ja työntekijöiden kokemukset perehdyttämisestä – case Tac Finland Oyj. Haaga Instituutin ammattikorkeakoulu/ Malmin liiketalousinstituutti. Helsinki.
- Karjalainen, M. 2010. Professionals' conceptions of mentoring at work. University of Jyväskylä. Jyväskylä.
- Kjelin, E. & Kuusisto, P-K. 2003. Tulokkaasta tuloksentekiäksi. Talentum Media Oy. Helsinki.
- Kotter, J. 1996. Muutos vaatii johtajuutta. Harvard Business School Press. USA.
- Kupias, P. & Peltola, R. 2009. Perehdyttämisen Pelikentällä. Gaudeamus Helsinki University Press/ Palmenia. Helsinki.
- Kupias, P. 2008. Kouluttajana Kehittyminen. 2nd edition. Gaudeamus Helsinki University Press/ Palmenia. Helsinki.
- Lampikoski, K. 2005. Panosta Avainhenkilöihin – luo kilpailuetua sitoutumisstrategialla. Edita Publishing Oy. Helsinki.
- Lester, P., Hannah, S., Harms, P., Vogelgesang, G. & Avolio, B. 2011. Mentoring Impact on Leader Efficacy Development: A Field Experiment. *Academy of Management Learning & Education*. Volume 10. Issue 3. 409–429.
- Luostarinen, S. 2003. Perehdytysprosessi – case KMPG. Malmin liiketalousinstituutti – liiketalouden koulutusohjelma. Helsinki.

Matikainen, E., Aro, T., Kalimo, R., Ilmarinen, J. & Torstila, I. 1995. Hyvä Työkyky, Työterveyslaitos & Eläkevakuutusosakeyhtiö Ilmarinen. Helsinki.

Occupational Safety and Health Act 738/2002

Onnismäa, J. 2010. Ohjaus- ja neuvontatyö – aikaa, huomiota ja kunnioitusta. 3rd edition. Gaudeamus Helsinki University Press. Helsinki.

Owen, H. 2011. The complete guide to mentoring – how to design, implement and evaluate effective mentoring programmes. Kogan Page Limited. London.

Punkanen, T. 2010. Työnohjaus muutoksen moottorina. 2nd edition. Kustannusosakeyhtiö Tammi. Helsinki.

Ries, E. 2012. Mentoring with a capital “M”. PT in Motion. Volume 4. Issue 1. 20-26.

Ruotsalainen, P. 2011. Asiantuntijuuden muutos työnohjauksessa. University of Jyväskylä. Jyväskylä.

Sarala, U. & Sarala, A. 2001. Oppiva Organisaatio – oppimisen, laadun ja tuottavuuden yhdistäminen. 7th edition. Palmenia-kustannus. Helsinki.

Strömmer, R. 1999. Henkilöstöjohtaminen. Oy Edita Ab. Helsinki.

Suomen Jääkiekkoliitto ry. 2011. Suomi-kiekon strategia -2011-2014. http://www.finhockey.fi/info/suomi-kiekon_strategia/. Accessed: 8 March 2012

Tyrjä, R. 2004. Kokemuksia perehdyttämisen toimintamallin käyttöönotosta – case Nordea Pankki Suomi oyj. Haaga Instituutin ammattikorkeakoulu/ Malmin liiketalousinstituutti. Helsinki.

Attachments

Attachment 1 Implementation of project

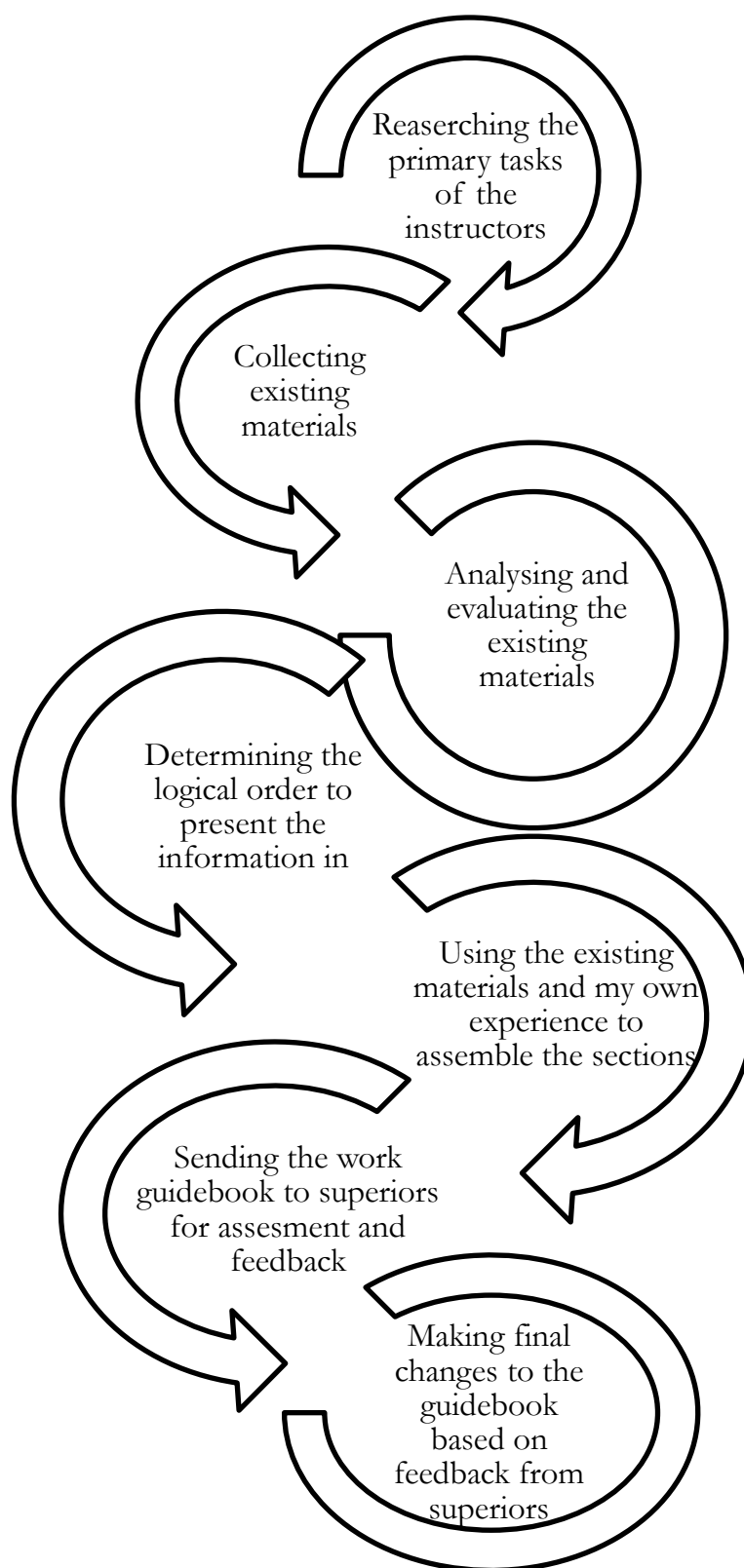


Figure 2. The implementation process



Suomen Jääkiekkoliiton
Tyttökiekkokouluttajan työ-opas
2012-2013

Sisältö

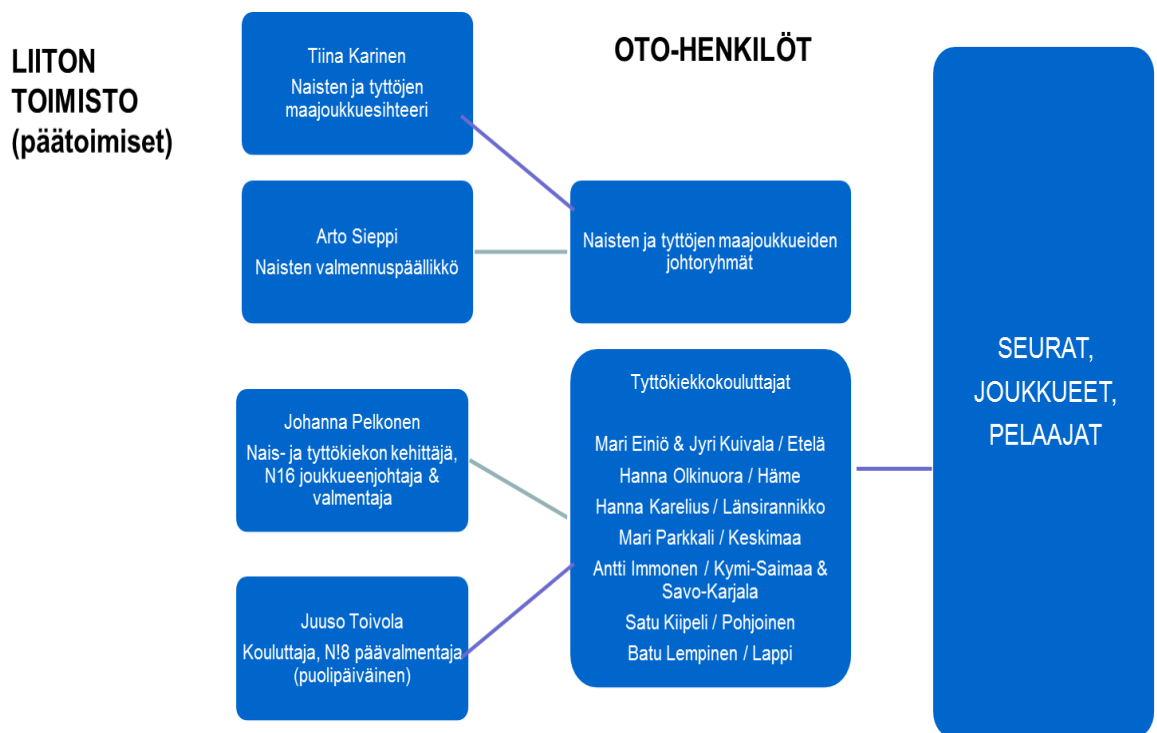
| | |
|---|----|
| Toiminta ja Organisaatio kaudella 2012-2013 | 3 |
| Jääkiekkoliiton nais- ja tyttökiekko organisaatio 2012-2013 | 3 |
| Toimenkuva | 3 |
| Tarkoitus | 4 |
| Tehtävän sisältö | 4 |
| Tukihenkilöt | 5 |
| Alueelliset tyttökiekkokouluttajat | 6 |
| Tyttökiekkokouluttajan toiminta kauden aikana | 7 |
| Kauden suunnittelu | 8 |
| Toimintasuunnitelma | 8 |
| Sarjatoiminta | 9 |
| Viestintä | 10 |
| Seuratoiminta | 11 |
| Yhteydenpito seuroihin | 11 |
| Kouluttajan yhteyshenkilöt seuroissa | 11 |
| Seurakäynnit/-palaverit | 12 |
| Tyttökiekkopelaajien rekrytointi - Girl's Hockey Day | 15 |
| Seurojen rekrytointi | 15 |
| Polku tyttökiekon aloittamiseen seurassa | 17 |
| Pelaajatarkkailu | 18 |
| Alue- / Esikartoitustapahtumat | 19 |
| Alueleirit | 19 |
| Tapahtuman järjestäminen | 20 |
| Teemat | 20 |
| Testit | 22 |
| Pelaaja-arviointi | 23 |
| Pelaajapalautteet | 24 |
| Alueelliset nais- ja tyttökiekkovaliokunnat | 25 |
| Kauden päättäminen | 26 |

| | |
|--|---------------------------|
| <u>Toimintakertomus.....</u> | <u>26</u> |
| <u>Nais- ja tyttökiekkostrategia 2011-2014.....</u> | <u>27</u> |
| <u>Työkalut.....</u> | <u>28</u> |
| <u>Tyttökiekkokouluttajan toimintasuunnitelma</u> | <u>28</u> |
| <u>Alueleirien pelaajarankinglomake seuroille</u> | <u>29</u> |
| <u>Tyttöjen kartoituslomake</u> | <u>32</u> |
| <u>Pelaajapalautelomake.....</u> | <u>33</u> |
| <u>Alueellisen nais- ja tyttökiekkovaliokunnan toimintasuunnitelma</u> | <u>34</u> |
| <u>Alueellisen nais- ja tyttökiekkovaliokunnan toimintakertomus.....</u> | <u>35</u> |
| <u>Tyttökiekkokouluttajan toimintakertomus</u> | <u>36</u> |

Toiminta ja Organisaatio kaudella 2012-2013

Kaudella 2012-2013 Suomen Jääkiekkoliiton alueellisia tyttökiekkokouluttajia toimii yksi tai useampi jokaisella alueella. Kaudella 2012-2013 Tyttökiekkokouluttajan ensisijaisina tukihenkilöinä liiton toimistolla toimii nais- ja tyttökiekon kehittäjä Johanna Pelkonen sekä kouluttaja Juuso Toivola. Alueella ensisijaisena tukihenkilönä tyttökiekkokouluttajalle toimii aluepäällikkö. Kaudella 2012-2013 toimintaa ohjaa SJL:n strategia (2011-2014); erityisesti nais- ja tyttökiekkoa koskevat tavoitteet.

Jääkiekkoliiton nais- ja tyttökiekko organisaatio 2012-2013



Toimenkuva

Suomen Jääkiekkoliiton alueellinen tyttökiekkokouluttaja vastaa alueensa tyttökiekon koulutus- ja valmennustoiminnasta oman työnsä ohella.

Tarkoitus

Tyttökiekkokouluttajan tehtävän tarkoituksena on tyttöjäkiekon ulkoisen kuvan ja aseman kehittäminen oman alueensa seuroissa. Kouluttaja tukee seuroja tyttökiekon aloittamisessa, Girl's Hockey Day'n sekä muiden tyttökiekkoa edistävien tapahtumien järjestämisen avulla. Tehtävään kuuluu myös tyttöpelaajien tarkkailu ja valinta alueellisiin sekä valtakunnallisiin tarkkailutapahtumiin.

Tehtävän sisältö

Kouluttaja vastaa oman alueensa tyttökiekkotoiminnan suunnittelusta kausittain sekä myös toimintasuunnitelman ja -kertomuksen laatimisesta aluehallitukselle sekä liiton toimistolle sovittuun ajankohtaan mennessä. Kouluttaja vastaa myös tyttökiekon viestinnän toteutumisesta paikallistasolla.

Tyttökiekkokouluttajan tehtäviin sisältyy konsultointi alueen jääkiekkoseuroissa tyttökiekkoon liittyen. Kouluttaja koordinoi alueen Girl's Hockey Day markkinointitapahtumia alueen seurojen kanssa. Kouluttajan tehtävänä on myös ohjata, tukea, konsultoida sekä kouluttaa alueen tyttökiekkotoimioita (valmentajia, tyttökiekkovastaavia ja muita toimihenkilöitä).

Kouluttaja toteuttaa tyttökiekkoiljojen tarkkailua osallistumalla alueellisiin sekä valtakunnallisiin tarkkailutapahtumiin tukihenkilöiden kanssa sovittuun tapaan. Kouluttaja vastaa oman alueensa tyttökiekkopelaajien tarkkailusta; kouluttaja suunnittelee sekä toteuttaa tarkkailun mahdollisten itse kouluttamiensa tukihenkilöiden avulla.

Kouluttaja osallistuu myös oman alueensa kiekkoleireille sekä tyttökiekko valmentajakursseille mahdollisuuksien mukaan. Kouluttaja pyrkii myös osallistumaan Suomen jääkiekkoliiton järjestämiin alue-, tyttökiekko-, maalivahtikouluttajien yhteispalavereihin sekä muihin liiton järjestämiin tapahtumiin. Kouluttaja osallistuu myös tarpeen mukaan alueen järjestämien HKV, LTV1, LTV2 ja PVT kurssien järjestämiseen.

Tukihenkilöt

Tyttökiekkokouluttajan ensisijaisena tukihenkilönä liiton toimistolla on nais- ja tyttökiekon kehittäjä Johanna Pelkonen sekä kouluttaja Juuso Toivola. Omalla alueella ensisijaisena tukihenkilönä toimii aluepäällikkö.

Yhteystiedot ensisijaisiin tukihenkilöihin liiton toimistolla:

Johanna Pelkonen

Nais- ja tyttökiekon kehittäjä

Puhelin: 09-756 755 44

GSM: 040-729 2704

Sähköposti: johanna.pelkonen@finhockey.fi

Juuso Toivola

Kouluttaja

GSM: 050-359 1600

Sähköposti: juuso.toivola@finhockey.fi

Aluepäälliköiden sekä muiden alueella työskentelevien henkilöiden yhteystiedot löydät osoitteesta:

<http://www.finhockey.fi/alueet/>

Alueelliset tyttökiekkokouluttajat

Etelä:

Jyri Kuivala

GSM: 040-770 1008

jyri.kuivala@finhockey.fi

Kymi-Saimaa ja Savo-Karjala

Antti Immonen

GSM: 050-304 7066

antti.immonen@finhockey.fi

Mari Einiö

GSM: 040-153 0577

mari.enino@finhockey.fi

Lappi:

Batu Lempinen

GSM: 0400-903 558

batu.lempinen@finhockey.fi

Häme:

Hanna Olkinuora

GSM: 044-3077 898

hanna.olkinuora@finhockey.fi

Länsirannikko:

Hanna Karelius

GSM: 040-503 4899

hanna.karelius@finhockey.fi

Keskimaa:

Mari Parkkali

GSM: 040-595 1959

mari.parkkali@finhockey.fi

Pohjoinen:

Satu Kiipeli

GSM: 050 - 3550366

satu.kiipeli@finhockey.fi

Tyttökiekkokouluttajan toiminta kauden aikana



Kauden suunnittelu

Kouluttaja laatii kauden aikana toimintasuunnitelman koko kauden toimintaa varten sekä myös erilliset suunnitelmat kevät- ja syyskautta varten. Suunnitelmien laatimisen tarkoitus on helpottaa tavoitteiden toteuttamista sekä tekemisen sovittamista aikatauluun oman työn ohella.

Toimintasuunnitelma

Toimintasuunnitelmaa laatiessa kouluttajan tulee ottaa huomioon valtakunnalliset tyttökiekkotavoitteet. Toimintasuunnitelmaa laatiessa kouluttajan tulee myös harkita edellisellä kaudella tehdyt tavoitteet ja niiden toteutuminen sekä muut alueen pitkä-aikaiset tavoitteet.

Toimintasuunnitelmaan tulee myös laatia alueelliset tavoitteet. Alueellisiin tavoitteisiin kuuluu lisenssimäärä- sekä sarjatavoitteet.

Toimintasuunnitelmassa on myös otettava huomioon pelaajatarkkailutapahtumat alueella sekä valtakunnassa. Kauden toimintasuunnitelma on oltava liiton toimistolla viimeistään 15.10.

Kouluttajan tulee laatia alueelliset tavoitteet jokaisen kauden alussa.

Kouluttajan suunnitellessa tulevaa kautta sekä asettaessa tavoitteita, tulee ottaa huomioon valtakunnalliset tyttökiekkotavoitteet sekä myös strategiakauden tavoitteet. Kouluttajan tulee myös ottaa huomioon edellisellä kaudella tehdyt tavoitteet ja niiden toteutuminen, sekä myös muut alueen pitkä-aikaiset tavoitteet. Alueellisissa tavoitteissa kuuluu olla lisenssimäärät sekä sarjatoiminta.

Kouluttajan tulee myös suunnitella hyvissä ajoin milloin ja miten hän on yhteydessä seuroihin kauden aikana. Kouluttajan tulee suunnitella seurakäyntien/-yhteydenottojen painopisteet sekä syksylle että keväälle. Kouluttajan tulee myös suunnitella miten hän lähestyy seuroja Girl's Hockey

Day tapahtumien/tyttökiekkopelaajien rekrytoinnin järjestämisestä. Kouluttajan on otettava huomioon mitkä seurat olivat kiinnostuneita GHD tapahtuman järjestämisestä ja mihin seuroihin tulee olla yhteydessä toiminnan aloittamisesta. Kouluttajan tulee huomioida suunnittelussaan uusien seurojen tarve lisätukeen tapahtumien järjestämisessä.

Kauden toimintaa suunnitellessa on myös otettava huomioon tarkkailutapahtumat sekä alueella että valtakunnallisesti. Aluetarkkailutapahtumia ovat alue-/esikartoitustapahtumat sekä alueleirit. Kouluttajan on suunnittelussaan otettava huomioon oma roolinsa tapahtumien järjestämisessä, viestinnässä sekä myös tapahtumien toteutuksessa. Eri alueiden kouluttajien tulee kommunikoida keskenään yhteisten aluetapahtumien viestinnästä ja laatia aikataulu viestinnän toteutuksesta. Kouluttajan tulee myös suunnitella kauden viestinnän tarpeet sekä toteutus.

Sarjatoiminta

Kouluttajan tulee suunnitella tulevan kauden sarjat huolella yhdessä aluepäällikön kanssa. Sarjojen toteutumisen tukemiseksi on suositeltavaa järjestää sarjapalaveri alueella. Ennen sarjapalaveria kouluttajan tulee yhdessä aluepäällikön kanssa tehdä perusteellinen toimintasuunnitelma sarjojen tyttökiekkosarjoista tulevalle kaudelle, joka voidaan esitellä palaveriin osallistuville seuroille. Kouluttajan tulee ennen sarjatoiminnan suunnittelua selvittää seurojen joukkueet tulevalle kaudelle. Tämän voi tehdä seurakäyntien/-palavereiden yhteydessä tai erillisen yhteydenoton muodossa.

Sarjapalaverin sisältö saattaa vaihdella alueittain ottaen huomioon eri alueiden tarpeet. Palaverissa on kuitenkin hyvä kerrata valtakunnan sekä alueen tyttökiekkotilanne, edellisen kauden sarjatapahtumat sekä myös

tulevat kartoitustapahtumat. Tämän jälkeen kouluttaja sekä aluepäällikkö esittävät suunnitelman tulevan kauden sarjoista. Suunnitelmassa tulee mainita kaikki tulevan kauden sarjatasot sekä sarjojen ikäluokat. Suunnitelmassa tulee myös mainita mitkä ovat sarjojen säännöt sekä pelaajat jos ne jollakin lailla poikkeavat valtakunnallisista kilpailusäännöistä. Palaverissa on myös mainittava milloin tyttöpelaaajien poikkeuslupahakemukset on viimeistään oltava niistä vastaavalla henkilöllä. Palaverissa tulee myös muistuttaa seuroja kaksoisedustushakemuksista niiden pelaajien osalta jotka pelaavat poikajoukkueissa eri seurassa.

Viestintä

Alueen ensi sijainen viestintä tulee toteuttaa finhockey sivuston aluesivujen kautta. Seuroihin kouluttajan tulee olla yhteydessä sähköpostitse. Henkilökohtaisista asioista kouluttajan tulee viestitä puhelimitse.

Seuratoiminta

Kouluttajan tehtäviin kuuluu tyttökiekon aseman vahvistaminen alueen seuroissa sekä alueen seurojen tukeminen tyttökiekon aloittamisessa.

Yhteydenpito seuroihin

Kouluttajan tulee olla seuroihin yhteydessä säännöllisesti tyttökiekon aseman vahvistamiseksi seuroissa sekä pysyäksien ajan tasalla seurojen tyttökiekkotoiminnasta.

Kouluttajan yhteyshenkilöt seuroissa

Kouluttajan tulee tietää ketkä henkilöt vastaavat mistäkin tyttökiekkoon liittyvistä asioista seuran sisällä. Kyseisten henkilöiden määrä saattaa vaihdella seurojen välillä. Kouluttajan tulee kartoittaa kaikkien tyttökiekon avainhenkilöiden yhteystiedot seuroissa.

Useissa seuroissa valmennuspäällikkö sekä puheenjohtaja ovat avainhenkilöitä tyttökiekkotoiminnan aseman kehittämiseen seurassa jos he eivät jopa vastaa kyseisestä toiminnasta. Monella seuralla on kuitenkin erillisiä henkilöitä nimettynä vastaamaan tyttökiekkotoiminnasta; henkilöstä käytetään usein nimikettä tyttökiekkovastaava. Kouluttajan tulee pyytää seuralta tieto kyseisen henkilön vastuualueista, jotta kouluttaja voisi olla tähän henkilöön suoraan yhteydessä hänen vastuualueelle kuuluvista asioista sekä tukea hänen toimintaansa seurassa. Kouluttajan tulee kehoittaa seuroja lisäämään tyttökiekkovastavan henkilön yhteystiedot seuratietoihin tyttökiekosta vastaavina henkilöinä; jotta toiset seurat sekä muut tyttökiekosta kiinnostuneet henkilöt voivat olla heihin suoraan yhteydessä.

Tyttökiekkovastaava

Seuran tyttökiekkovastaavan toimenkuvaan kuuluu:

- Vuosittaisen tyttökiekkopäivän / Girls' Hockey Day:n organisointi seurassa ja tyttökiekon markkinointi paikkakunnalla (päiväkodit, ala-asteet)
- Uuden tyttöjoukkueen aloittamisen varmistaminen (vuosittain / joka toinen vuosi)
- Kartoittaa oman seuran tyttöpelaaajat ja rakentaa yhteistyötä lähiseurojen kanssa -> tyttöpelaajan polun selventäminen seurassa
- Kartoittaa valmentajia & muita joukkueen toimihenkilöitä tyttökiekkoon
- Linjaus tyttöjoukkueiden valmennukseen & pelaajien liikkumiseen tyttöjen ja / tai poikien joukkueiden välillä yhdessä seuran valmennuspäällikön kanssa
- Koordinoi seuran tyttöpelaaajat Leijonapolun kartoitustapahtumiin
- Mukana kehittämässä alueen tyttökiekkoa yhdessä alueen tyttökiekkokouluttajan ja muiden seurojen tyttökiekkovastaavien kanssa (linkkinä alueen ja seuran välillä)

Seurakäynnit/-palaverit

Kouluttajan tulee kommunikoida seurojen kanssa, seurojen sisäisestä tyttökiekkotilanteesta, alueen sekä valtakunnan ajankohtaisista tyttökiekkotasioista ja -tapahtumista. Säännöllisen sähköposti- ja puhelu-yhteydenpidon lisäksi kouluttajan tulee järjestää seurakäyntejä/-palavereita. Näitä kohtaamisia on hyvä käyttää seuran tyttökiekon avainhenkilöiden kartoittamiseen. Palavereiden muu sisältö riippuu seurasta. Palavereiden sisällöt riippuvat mikä vaihe kaudesta on menossa kun palaveri järjestetään. Sisältö riippuu myös seuran koosta ja tyttökiekkokokemukseta. Mahdollisuuksien mukaan kouluttajan kannattaa myös harkita palaverien yhdistämistä useamman seuran kesken; jotta seurat saisivat myös kuulla

toistensa kokemuksia, pohtia yhdessä ratkaisuja haasteisiin sekä mahdollisuutta yhteistyön tekemiseen. Yhteispalavereita järjestäessä on ensin kartoitettava millä seuroilla on samankaltaiset olosuhteet/ haasteet. Nämä yhteispalaverit toimivat myös kätevästä työkaluna saada tyttökiekkoseurat kommunikoimaan keskenään.

Uudet seurat

Ennen kuin kouluttaja järjestää käynnin/palaverin seuraan joka on vasta aloittamassa tyttökiekkotoimintaa, on hänen tiedusteltava seuran tahtotila tyttökiekon aloittamiseen. Kouluttajan tulee myös pyytää seuraa kutsumaan tyttökiekkotoiminnasta potentiaalisesti vastaavat henkilöt mukaan ensimmäiseen kokoontumiseen. Ensimmäisen palaverin aikana kouluttajan kannattaa kerrata polku tyttökiekon aloittamiseen seurassa (joka näkyy alempana osassa 4. Tyttökiekkopelaajien rekrytointi – Girl's Hockey Day). Palaverissa tulee myös käydä läpi mitä tyttökiekon aloittaminen seurassa käytännössä edellyttää ja mitkä ovat seuraavat toimenpiteet ja tärkeät päivämäärät palaverin jälkeen. Kouluttajan tulee myös kertoa mitä tukitoimenpiteitä liitto ja alue pystyvät seuralle tarjoamaan. Kouluttajan tulee kuitenkin muistuttaa seuraa heidän oman tekemisen tärkeydestä toiminnan ja tapahtumien menestyksen kannalta. **Kouluttaja on tukihenkilönä toiminnalle seurassa (Ei järjestä tapahtumia/toimintaa seurojen puolesta).**

Seurat joilla on jo tyttökiekkotoimintaa

Kouluttajan järjestäessä palaveria seurojen kanssa joilla on jo kokemusta tyttökiekkotoiminnasta, kannattaa ottaa huomioon alueen sekä valtakunnan ajankohtaiset tyttökiekkokoasiat (syksy/kevät). Seuralla saattaa myös olla omia ajankohtaisia asioita mitkä he haluavat käydä kouluttajan kanssa läpi; nämä on tiedusteltava etukäteen. Kouluttaja voi halutessaan noudattaa alla olevaa esityslistaa palaverissa sovelletusti:

1. Kouluttaja kertoo ajankohtaiset alueen sekä valtakunnan tyttökiekkosasiat
2. Kouluttaja kertoo edellisen palaverin/yhteydenpidon pääpisteet sekä tiedustelee seuran tämän hetkisen tyttökiekkotilanteen (pelaajat, joukkueet ja toimijat).
3. Tyttökiekkopelaajien rekrytoinnin eteneminen ja toimenpiteet seurassa.
4. Seuran suurimmat haasteet tyttökiekossa tällä hetkellä.
5. Seuran tulevat tyttökiekkotapahtumat
6. Kouluttajan / alueen tuki – sovitaan tarvittavat tukitoimet
7. Alueen ja valtakunnan tulevat tyttökiekkotapahtumat (mukaan lukien kartoitustapahtumat)

Palaverissa on myös tärkeää kannustaa seuraa jatkamaan työtä tyttökiekon parissa sekä pyrkiä löytämään mahdollisia keinoja motivoimaan tyttökiekon parissa toimivia henkilöitä. Seurakäynnin aikana voidaan myös keskustella potentiaalisista pelaajista; ja jos on tarve, palaveri voidaan yhdistää tyttöjoukkue/-joukkueiden pelin/ harjoitusten yhteyteen jotta kouluttaja voi kartoittaa potentiaalisia pelaajia tulevia pelaajatarkkailutapahtumia varten.

Tyttökiekkopelaajien rekrytointi - Girl's Hockey Day

Girls' Hockey Day on tytöille tarkoitettu jääkiekkotapahtuma. Girls' Hockey Day on Suomen Jääkiekkoliiton luoma tyttöjen aloitustapahtuma, joka on saavuttanut suosiota tyttöjen keskuudessa. "GHD" eli tyttökiekkotapahtuma on houkutellut tyttöjä kokeilemaan lajia ja sen myötä moni on innostunut aloittamaan uuden urheilullisen harrastuksen.

Seurojen rekrytointi

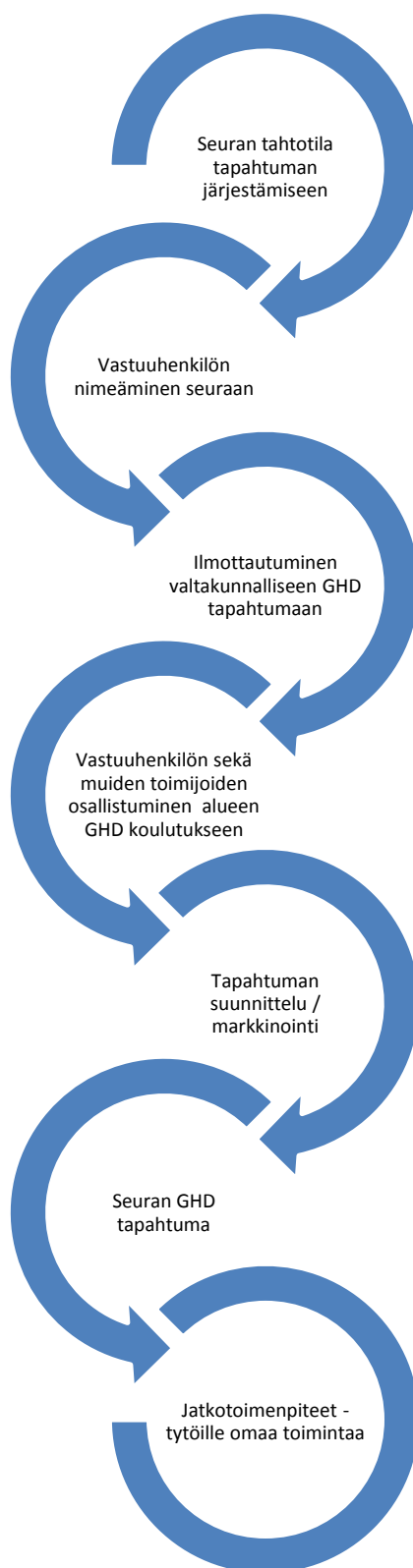
Tyttökiekkokouluttajan tehtäviin kuuluu GHD sekä muiden rekrytointitapahtumien koordinointi omalla alueella. Kouluttaja tukee seuroja erilaisten tyttökiekkotapahtumien järjestämisessä sekä paikallistason viestinnän toteuttamisessa.

Kouluttajan tulee ensin selvittää seuran tahtotila tyttökiekkotoiminnan aloittamiseen. Kouluttajan ennen ensimmäistä yhteydenottoa kannattaa selvittää onko seurassa jo jonkinlaista naisten kilpailu- tai harrastetoimintaa. Näistä ryhmistä saattaa löytyä innokkaita tekijöitä tyttökiekon pariin. Ne saattavat myös lisätä seuran innokkuutta aloittaa omaa tyttökiekkotoimintaa.

Jos seurasta löytyy tyttökiekosta innostuneita henkilöitä niin kouluttajan on seuraavaksi pyrittävä järjestämään tapaaminen kyseisten henkilöiden kanssa. Tässä tapaamisessa kouluttaja perehdyttää seuraa GHD tuotteesta ja siitä mitä tapahtuman järjestäminen edellyttäisi seuralta. Kouluttaja käy seuran kanssa läpi polun tyttökiekkotoiminnan aloittamisesta (näkyä alla). Seurojen rekrytoinnissa mukaan tyttökiekkotoimintaan on tärkeää kertoa miten kouluttaja, alue sekä liitto tukevat seuraa tapahtuman järjestämisessä. Kouluttajan kannattaa ottaa mukaan ensimmäiseen tapaamiseen GHD materiaalia mitä seurat jotka järjestävät GHD-tapahtuman kansainvälisenä Girl's Hockey Day päivänä saavat tueksi liitolta (julisteita, muistitikun,

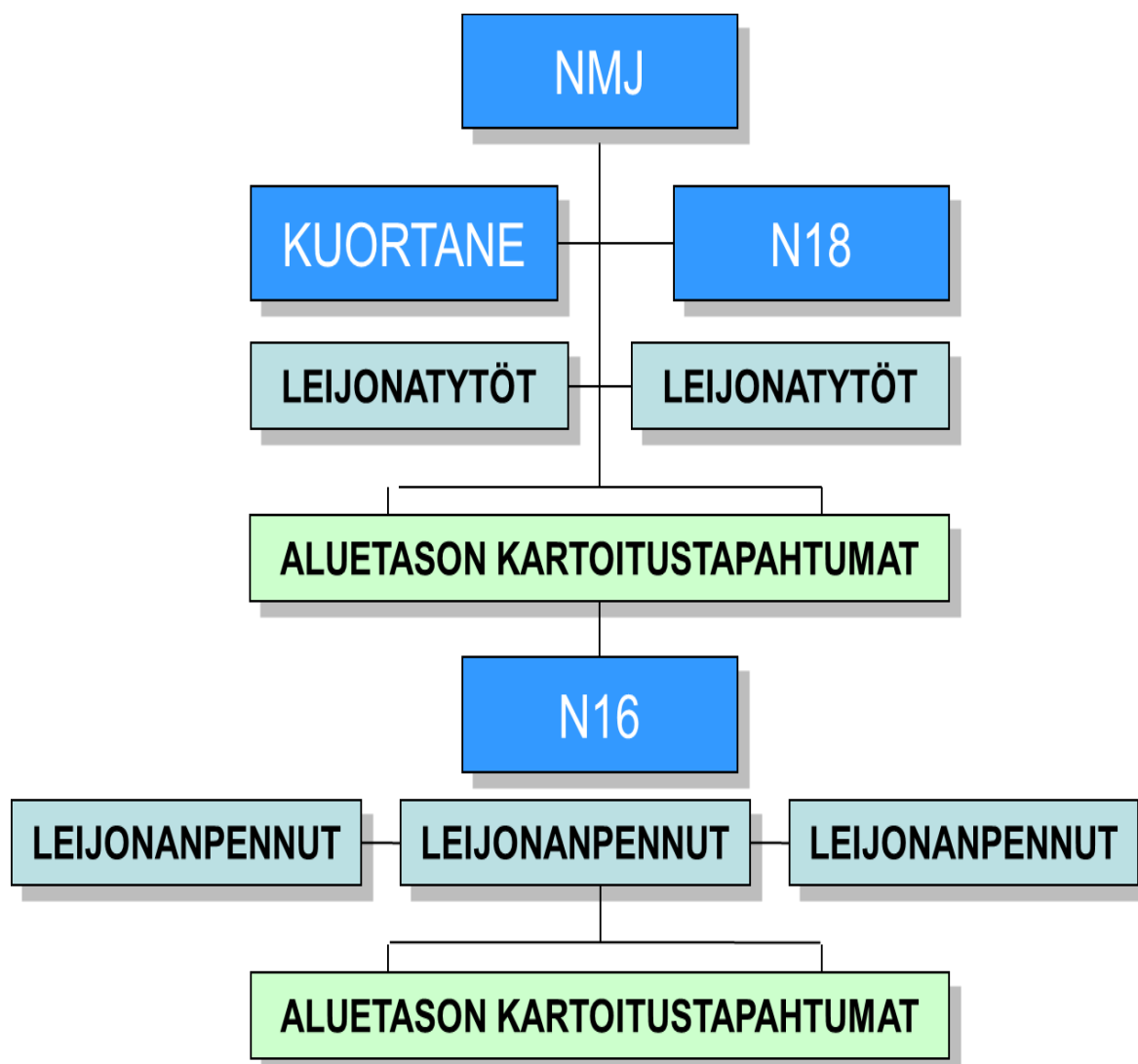
kaverikortteja etc.). Seuran henkilöitä on myös muistutettava mahdollisuudesta osallistua GHD koulutukseen alueella missä käydään läpi materiaalin käyttöä tapahtuman järjestämiseen sekä toimintaa GHD tapahtuman jälkeen. GHD koulutuksessa on myös mahdollisuus kuulla muiden seurojen kokemuksia tapahtumien järjestämisestä. Kouluttaja vastaa oman alueensa GHD koulutuksien järjestämisestä kausittain.

Polku tyttökiekon aloittamiseen seurassa



Pelaajatarkkailu

Pelaajakartoitusjärjestelmä 2012-2013



Alue- / Esikartoitustapahtumat

Alueellisella esikartoitustapahtumalla tarkoitetaan päivä- tai iltatapahtumaa minne kootaan kaikki potentiaaliset kartoitettavien ikäluokkien pelaajat. Tapahtumassa kartoitetaan potentiaaliset pelaajat alueleirejä varten. Esikartoitustapahtumia voidaan järjestää yhtenäisesti useamman alueen kesken sekä myös useita tapahtumia yhdellä alueella tarpeen mukaan. Esikartoitustapahtumat ovat ilmottautumisperusteisia. Ilmoittautuminen tulee tehdä alueen tyttökiekkokouluttajalle tai alueen pelaajakartoituksesta vastaavalle. Tapahtuman järjestämiseen voi käyttää alla olevaa alueleirien järjestämiseen tarkoitettua muistilistaa.

Alueleirit

Alueleireille valitaan pelaajat esikartoitustapahtumista sekä [seurojen ilmoittamista pelaajista](#). Valinnat leireille tekevät alueen tyttökiekkokouluttajat tai alueen pelaajakartoituksesta vastaava henkilö. Tyttöjen pelaajatarkkailujärjestelmään kuuluu kevään sekä syksyn alueleirit. Alueleirien järjestäminen kuuluu tyttökiekkokouluttajan vastuualueisiin. Alueleirejä järjestetään yhteisesti alueiden kesken jotta voidaan taata tapahtumien laatu. Aikaisempien alueleirien perusteella valitaan pelaajat valtakunnan tapahtumiin. Lopulliset valinnat valtakunnan tapahtumiin tekee valtakunnan pelaajakartoitusvastaava yhdessä kyseisen ikäluokan maajoukkuevalmennusjohdon kanssa. Maajoukkueleireille valitaan valtakunnan leirien ja sarjapeliin perusteella. Valinnat tekevät maajoukkuevalmentajat.

Alueet järjestävät leirejä yhtenäisesti:

Kisakallio: Etelä, Häme, Länsirannikko

Piispala/Kuortane: Keskimaa, Häme, Länsirannikko

Tanhuvaara: Kymi-Saimaa, Savo-Karjala

Tapahtuman järjestäminen

Alueleirin järjestävän kouluttajan tulee noudattaa alla olevaa muistilistaa.

1. Tarkista ajankohta alueleirille
2. Varaa majoitus, jää ja muut oheistilat (varaukset leirejä varten tulee tehdä hyvissä ajoin)
3. Valitse valmentajat + huoltajat + ensi-apuvastaava
4. Varmista ohjaajat leirille ja jaa vastuualueet
5. Tee ohjelma
6. Tee budjetti
7. Markkinoi ja tiedota
8. Tieto seuroille ja pelaajille
9. Lähetä kaikki tarvittava materiaali leirin ohjaajille
10. Informoi aluepäällikköä

Alueleirin järjestävän kouluttajan tehtävä on tiedottaa leirin ohjaajia heidän vastuualueistaan leirillä sekä lähettää heille kaikki tarvittava materiaali leiriä varten hyvissä ajoin. Leirin järjestäjän tulee myös kommunikoida muiden alueiden kouluttajien kanssa rankinglistojen palauttamisesta sekä valittujen pelaajien tiedottamisesta leirille tulosta. Kouluttajien tulee myös kommunikoida keskenään mahdollisuudesta osallistua alueleireille sekä myös leirinaikaisista vastuualueista.

Teemat

Alueleireillä on teemat jotka linjaavat toimintaa jotta leirit eri alueilla olisivat yhtenäisempiä. Teemat tukevat myös pelaajakartoitusjärjestelmää.

Keväällä alueleirien teemat ovat:

Hyökkääminen

Keskitytään kiekollisen ja kiekottoman taitoihin, hyökkäyksen päättämiseen, maalintekoon sekä roolinvaihtoon kiekonmenetyksen jälkeen.

Lajitaidot

Laukominen, luisteluvoima ja luistelunopeus

Puhutaan kesäajan harjoittelusta

Motivointi ja kannustus urheilullisuuteen. Kerrotaan mihin fyysisiin ominaisuuksiin sekä lajitaitoihin voidaan vaikuttaa kesällä.

Syksyllä alueleirien teemat ovat:

Puolustaminen

Keskitytään puolustusasennon painottamiseen, kiekollisen sekä kiekottoman puolustamiseen, oman pelaajan löytämiseen sekä roolinvaihtoon kiekonriiston jälkeen.

Lajitaidot

Syöttäminen, luisteluvoima ja luistelunopeus

Puhutaan kaudenaikaisesta harjoittelusta – ravinnosta – levosta

Ajankäytön tärkeys ja tasapaino, ”Terve Urheilija”-materiaalin jakaminen. Kerrotaan myös fyysisten ominaisuuksien huomioimisesta kauden aikana. Muistutetaan omatoimisuudesta kauden aikana.

Testit

Testien tarkoitus alueleireillä on kertoa pelaajille omasta urheilullisuuden tasosta sekä kehittymisestä. Alueleirien testeihin kuuluvat: vatsat, leuat, punnerrukset, yhdenjalankyykyt, 5-loikka sekä 30 min juoksu. Alueleirin järjestävällä kouluttajalla on vastuu perehdyttää ohjaajat testien ohjeistukseen ja valvomiseen.

Pelaaja-arviointi

Nais- ja tyttökiekon pelaaja-arvioinnin tärkeimmät osa-alueet:



Pelaaja-arvioinnissa käytetään liitteenä löytyvää [lomaketta](#) mihin täytetään tapahtuman taso. Arvioinnissa käytetään asteikkoa 1-5, joka on tapahtumakohtainen.

Tärkeintä pelaaja-arvioinnissa on saada selville mitkä pelaajat ovat potentiaalisia seuraavan tason tapahtumiin.

Arviontiasteikko eri tasoissa tapahtumissa:

- 1 = Pelaajalla on haasteita tapahtumassa
- 2 = Pelaaja on tapahtuman keskitasoa
- 3 = Pelaaja on tapahtuman kärkitasoa
- 4 = Pelaajan tekeminen on voittavaa tapahtumassa
- 5 = Pelaaja on tapahtuman huippupelaajia

Pelaajapalautteet

Alueleirien toimintaan kuuluu myös pelaajapalutteen laatiminen. Leireillä voidaan antaa palaute joko suullisesti tai pelaajapalaute [lomakkeen](#) avulla.

Nais- ja tyttökiekon pelaaja-arviointitasot:



Alueelliset nais- ja tyttökiekkovaliokunnat

Kouluttajan tehtäviin kuuluu osallistua alueen omaan tai useamman alueen yhdistettyyn nais- ja tyttökiekkovaliokunnan työskentelyyn. Kouluttajan rooli valiokunnassa saattaa kuitenkin vaihdella. Kouluttajan tehtävä on perehdyttää valiokunnan jäseniä alueen nais- ja tyttökiekkotilanteesta sekä tapahtumista.

Alueellisten nais- ja tyttökiekkovaliokuntien toimenkuva on:

1. Vahvistaa tyttökiekon asemaa seuratoiminnassa huolehtien uusien seurojen, joukkueiden ja tyttöjen mukaan saamisesta toimintaan vuosittain (harrastajamäärien ja arvostuksen nostaminen)
2. Lisätä eri toimijoiden välistä yhteistyötä: joukkuetoimijat - seuratoimijat - alueelliset vastuuhenkilöt – SJL:n vastuuhenkilöt (yhteisöllisyyden lisääminen, hyvän toimintailmapiirin luominen)
3. Tukea ja edistää lajin kehittämistoimenpiteitä kolmen pääpainopistealueen osalta: Ruohonjuuritaso, Seurataso ja Huippukiekk

Alueelliset nais- ja tyttökiekkovaliokunnat raportoivat toiminnastaan liiton nais- ja tyttökiekkovaliokunnalle. Valiokunnan tulee laatia raportit koko kauden [suunnitelmista](#) sekä [kertomukset](#) sekä syys- että kevätkaudelta.

Liiton valiokunnan toimenkuva on:

1. Vahvistaa tyttökiekon asemaa seuratoiminnassa huolehtien uusien seurojen, joukkueiden ja tyttöjen mukaan saamisesta toimintaan vuosittain (harrastajamäärien ja arvostuksen nostaminen)
2. Lisätä eri toimijoiden välistä yhteistyötä: joukkuetoimijat - seuratoimijat - alueelliset vastuuhenkilöt – SJL:n vastuuhenkilöt (yhteisöllisyyden lisääminen, hyvän toimintailmapiirin luominen)
3. Tukea ja edistää lajin kehittämistoimenpiteitä kolmen pääpainopistealueen osalta: Ruohonjuuritaso, Seurataso ja Huippukiekk.

Kauden päättäminen

Kouluttajan tehtäviin kuuluu laatia vastuaalueeltaan toimintakertomus aluehallitukselle ja liiton toimistolle tukihenkilöiden kanssa sovittuihin ajankohtiin mennessä. Kouluttajan tulee myös laatia erilliset kertomukset syys- sekä kevätkaudelle.

Toimintakertomus

Toimintakertomuksen tulee sisältää kauden alueellisten tavoitteiden toteutuminen. Kouluttajan tulee myös kertomuksessa selvittää mitä toimenpiteitä on suoritettu tavoitteiden toteutumista varten.

Toimintakertomuksessa tulee selvittää mitä koulutuksia ja kartoitustapahtumia on toteutunut kouluttajan vastuaalueella. Kouluttajan tulee myös raportoida toteutuneista seurakäynneistä/-palavereista, Girl's Hockey Day tapahtumista sekä alueella tapahtuneesta paikallistason viestinnästä. Kouluttajan tulee myös raportoida alueella toteutuneiden tyttökiekkosarjojen toiminnasta. Kauden toimintakertomuksen tulee olla liiton toimistolla viimeistään 15.6.

Nais- ja tyttökiekkostrategia 2011-2014

Suomen Jääkiekkoliitto on laatinut uudet tavoitteet valtakunnalliselle nais- ja tyttökiekolle kausille 2011-2014. Nais- ja tyttökiekon osalta liiton strategia painoittaa kolmea aluetta; ruohonjuuritason, seuraa sekä huippukiekkoa. Tavoite on kehittää järjestelmä maailman parhaaksi.

Tavoitteet kolmelle pääpainopisteelle:

1. Ruohonjuuritason: Kasvattaa harrastajamäärä 7000 pelaajaan.
2. Seurataso: Osaamisen lisääminen kaikilla tasoilla.
3. Huippukiekko: Naisten maajoukkue olympiafinaaliin sekä N18 joukkue MM-mitalille.

Tyttökiekkokouluttajan on otettava huomioon valtakunnalliset tavoitteet omassa suunnittelussaan.

Työkalut

Tyttökiekkokouluttajan toimintasuunnitelma

Tyttökiekkokouluttajan Toimintasuunnitelma kausi...

Yleistä:

Toiminnan tavoite:

Tavoitteet tulevaisuudessa:

Toiminnan periaatteet:

Toimintamuodot ja tapahtumat:

Valtakunnalliset leirit ja kouluttajien tapaamiset

Valmennustoiminta ja toimihenkilöt:

Kehityskohteet:

etunimi, sukunimi

tyttökiekkokouluttaja alue

Alueleirien pelaajarankinglomake seuroille

| Ranking | Etunimi | Sukunimi | Joukkue | Sarjataso | Synt. | Pelipaikka (MV/P/H) | Perustelut | Kommentit |
|---------|---------|----------|---------|-----------|-------|---------------------|------------|-----------|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |
| 16 | | | | | | | | |
| 17 | | | | | | | | |
| 18 | | | | | | | | |
| 19 | | | | | | | | |
| 20 | | | | | | | | |
| 21 | | | | | | | | |
| 22 | | | | | | | | |
| 23 | | | | | | | | |
| 24 | | | | | | | | |

Perustelut: pelaajan vahvuudet/heikkoudet

| Ranking | Etunimi | Sukunimi |
|--------------------|---------|----------|
| Maalivahdit | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| Puolustajat | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| Hyökkääjät | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Tyttöjen kartoituslomake

| | JOUKKUE | | | | | Kategoriat | | | | Arvioitsijat: |
|-------|-------------|-------|------|-------------|----|------------|--------|----------|---------|---------------|
| Rank. | Nimi | Seura | synt | Potentiaali | | Peli | Luonne | Luistelu | Urheilu | |
| | MAALIVAHDIT | | | LP | LT | 1-5 | 1-5 | 1-5 | 1-5 | Kommentteja: |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| | PUOLUSTAJAT | | | | | | | | | |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| | HYÖKKÄÄJÄT | | | | | | | | | |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12 | | | | | | | | | | |
| 13 | | | | | | | | | | |

•

Rank: Pelaajatarkkailutapahtuman pelaajien paremmuusjärjestys pelipaikoittain

Seura: Seura missä pelaaja tulevana kautena pelaa

Potentiaali: Potentiaali valtakunnallisiin Leijonanpentu/Leijonatytötapahtumiin

Peli: Pelaajan pelaaminen eri pelitilanneroleissa (Maalinteko, Syöttäminen, Kiekonhallinta)

Luonne: Suoritustunne, Halu voittaa etc.

Luistelu: Luisteluvoima, Taitavuus, Nopeus, Kestävyys

Urheilu: Pelaajan urheilullinen taso kaukalossa sekä sen ulkopuolella

Kommentteja: Perustelut pelaajan arvioinnista, pelaajan vahvuudet/heikkoudet, erottuuko pelaaja helposti joukosta (positiivisesti/negatiivisesti)

Pelaajapalautelomake

[illegible]

Alueellisen nais- ja tyttökiekkovaliokunnan toimintasuunnitelma

Nais- ja tyttökiekkovaliokunnan toimintasuunnitelma kaudelle 2012-2013

Alue

Yleistä (Tavoitteet sekä liiton valiokunnan asettamat linjaukset):

Jäsenet (Ketkä tulevat osallistumaan valiokunnan toimintaan/ehdoitettavat jäsenet):

Kokouksia (Kokousien alustavat ajankohdat sekä painopisteet):

Päivämäärä

Paikka

Alueellisen nais- ja tyttökiekkovaliokunnan toimintakertomus

Nais- ja tyttökiekkovaliokunnan toimintakertomus kaudesta 2011-2012

Alue

YLEISTÄ (yleiset kommentit valiokunnan toiminnasta kauden aikana):

JÄSENET (Valiokunnan jäsenet sekä heidän osallistumisensa valiokunnan toimintaan kauden aikana):

KOKOUKSET (Kokouksien määrä, keitä oli paikalla sekä ehdotukset että painopisteet):

Päivämäärä

Paikka

Tyttökiekkokouluttajan toimintakertomus

Tyttökiekkokouluttajan toimintakertomus kausi...

Etunimi, sukunimi

YLEISTÄ (omat kommentit kaudesta):

KOULUTUKSET (missä/mitä koulutettiin/paikallaolijat):

KARTOITUKSET (missä/milloin/olitko itse paikalla):

GIRLS HOCKEY DAY (GHD tapahtumat kauden aikana):

TIEDOTTAMINEN(missä/miten/milloin):

SEURAKÄYNNIT (missä/milloin/paikallaolijat/painopisteet):

MUUTA (muuta tapahtumia/henkilökohtaisia kommentteja):

etunimi, sukunimi

tyttökiekkokouluttaja alue